R E P O R T   R E S U M E S

ED 015 636   EF 001 259

A PROVISIONAL LONG-RANGE PLAN FOR HIGHER EDUCATION IN WISCONSIN.
BY- KOHLER, WALTER J.   AND OTHERS
WISCONSIN COORDINATING COMMITTEE FOR HIGHER EDUC.
PUB DATE   JAN 67

EDRS PRICE MF-$0.75 HC-$5.56   137P.

DESCRIPTORS- *EDUCATIONAL OBJECTIVES, *EDUCATIONAL SPECIFICATIONS, *FINANCIAL POLICY, *MASTER PLANS, *STUDENT COLLEGE RELATIONSHIP, COLLEGE FACULTY, COLLEGE PLANNING, EDUCATIONAL OPPORTUNITIES

THE COORDINATING COMMITTEE ON HIGHER EDUCATION PREPARED A COMPREHENSIVE UPDATING OF PREVIOUS STATEMENTS ABOUT LONG-RANGE PLANNING IN VIEW OF NEW DEVELOPMENTS. THE PURPOSE OF THE STUDY IS TO PROVIDE A NEW PROVISIONAL PLAN BASED ON THE GOALS OF HIGHER EDUCATION IN WISCONSIN FOR ALL INSTITUTIONS IN THE WISCONSIN SYSTEM. THE STUDY IS BASED PRIMARILY ON ENROLLMENT PROJECTION DATA AND EXTENDS TO SEVEN BROAD AREAS--(1) STUDENTS--STUDENT AFFAIRS, ENROLLMENT, FINANCIAL AID, (2) THE OUTREACH PLAN--BACKGROUNDS, NEW DEVELOPMENTS SUCH AS VOCATIONAL AND ADULT EDUCATION, COMMUTING, COSTS, (3) ACADEMIC PROGRAMS, (4) FACULTY, (5) PHYSICAL FACILITIES--GUIDELINES, UTILIZATION, BUILDING PROGRAMS, PLANNING, FUNDING, HOUSING, (6) FINANCE--CURRENT BUDGET, STUDENT FEES, COST ANALYSIS, FEDERAL GRANTS, FUTURE ESTIMATES, BUDGET RESPONSIBILITIES, AND (7) THE INSTITUTIONS--GROWTH, OFFERINGS, ENROLLMENT, FACULTY, PROGRAMS AND DIAGRAMS OF CAMPUS LAYOUT. SOME SIXTY RECOMMENDATIONS ARE GIVEN RELATIVE TO THE ABOVE AREAS. THESE RECOMMENDATIONS ARE BASED ON THE POLICY THAT ALL AREAS BE SUPPORTED AND DEVELOPED TO THE EXTENT THAT IS CONSISTENT WITH SOUND EDUCATIONAL AND FINANCIAL CONSIDERATIONS. (HH)

ED015636

A Provisional Long-Range Plan for Higher Education in Wisconsin

A Provisional Long-Range Plan for Higher Education in Wisconsin

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Semi-Annual Report

Prepared by the Staff of
The Coordinating Committee for
Higher Education
January, 1967

3000-118

Coordinating Committee Members

Thomas Cheeks
Citizen Member, Milwaukee

G. Kenneth Crowell
Citizen Member, Neenah, Vice-Chairman

Arthur DeBardeleben
University Regents, Park Falls

Charles D. Gelatt
University Regents, La Crosse

William C. Kahl
Superintendent of Public Instruction, Madison

Walter J. Kohler
Citizen Member, Sheboygan, Chairman

Harold A. Konnak
Citizen Member, Racine

W. Roy Kopp
State College Regents, Platteville

William M. Kraus
Citizen Member, Stevens Point, Secretary

Philip E. Lerman
Vocational Board, Milwaukee

Eugene W. Murphy
State College Regents, La Crosse

Joseph Noll
Vocational Board, Kenosha

Frank H. Ranney
Citizen Member, Milwaukee

John D. Rice
Citizen Member, Sparta

John Roche
County Teachers Colleges, Rio

C. O. Wanvig, Jr.
Citizen Member, Milwaukee

Arthur E. Wegner
Citizen Member, Madison

December 31, 1966
The Honorable Warren P. Knowles
Governor of Wisconsin
State Capitol
Madison, Wisconsin

Dear Governor Knowles:

Submitted herewith is the semi-annual report of the CCHE covering the period from July 1, 1966 through December 31, 1966.

The emphasis of this report is upon a provisional long range plan for higher education. It will be observed that a serious attempt has been made to delineate the present and future roles of our various types of public higher education, their enrollments, their land requirements, and their missions.

The plan is provisional advisedly. In an effort to establish the directions of our various systems in the shortest possible time, it is clearly recognized that more attention will need to be devoted to the components that will make up a more formal long range plan. It is intended that the provisional plan will serve as a basis for sound discussion and that later presentations of more complete and fully-considered plans will result.

This report should be of assistance to those who must make immediate decisions about financial needs for both the operation and facilities of our systems for higher education. Recommendations and goals that are stated will serve as a guide to the CCHE in the months ahead. With this information at hand, it should be clear that we do sense the direction in which higher education is headed and that we are prepared to face the problems involved.

Respectfully yours,

Walter J. Kohler
Chairman

Table of Contents

I. Introduction
Purpose of Plan 1
Goals 2
II. The Organization of Higher Education in Wisconsin 5
III. The Students
A. Student Affairs 9
B. Student Enrollments 10
C. Student Financial Aids 14
D. High School Graduates and Percentage Enrolling in Higher Education Facilities... 15
IV. A New Look at the Outreach Plan
A. Background 19
B. Recent Developments 20
C. Recommendations 24
V. Academic Programs
A. Undergraduate 26
B. Two-Year Institutions 27
C. Graduate 28
D. Vocational-Technical Education 29
E. Extension 33
F. Inter-institutional Cooperation 35
G. Program Criteria and Procedure 38
H. Educational TV 39
I. Summer Sessions 46
J. Laboratory Schools 47
K. Special Programs 48
VI. Faculty
A. Future Faculty Needs 50
B. Vocational-Technical Faculty 51
VII. Physical Facilities
A. Guidelines to Facilities Planning 53
B. Utilization of Facilities 54
C. Building Programs 54
D. Campus Planning 55
E. Funding Facilities 55
F. Space Requirements 56
G. Student Housing 56
H. Space Needs in Technical Schools 57
I. Recommended Guidelines 58
J. Building Program Review Responsibilities 59
VIII. Financing Higher Education
A. Comparative Support 60
B. The Current Budget Request 61
C. Quality Goals 62
D. Cost Analysis 62
E. Student Fees 62
F. Technical Education 63
G. Federal Funds and Private Grants 64
H. Future Problems 64
I. Need for Efficiency and Economy 65
J. Estimates for the Future 65
K. Financial Guidelines 66
L. Budget Review Responsibilities 66
M. Enrollment Projections 68
IX. The Institutions
A. University of Wisconsin 69
B. Wisconsin State Universities 87
C. Vocational-Technical System 108
D. Dual-Track Institutions 110
E. County Teachers Colleges 111
F. Private Institutions 112
X. The Coordinating Committee for Higher Education
A. History 115
B. Functions 116
C. Major Actions Since Reorganization..... 117
D. Operational Recommendations 119
Summary of Recommendations 120

Coordinating Committee meetings are held in the Wisconsin Center on the University of Wisconsin campus. University of Wisconsin President Fred Harvey Harrington is shown here addressing members of the Committee at their Dec. 14 meeting.

Purpose

The need for constant re-evaluation of plans for higher education is well established. Changing needs of our state, increased citizen demands for higher education opportunities, new developments in technology, and the national focus of attention on post-high school education require a continuous study of our present and future status in this area.

Two previous publications have adequately presented the history and the philosophy subscribed to by the Wisconsin Coordinating Committee for Higher Education. These were included in the "Design for the Future Development of Public Higher Education in Wisconsin," published in December, 1960 and "A Comprehensive Plan for Higher Education in Wisconsin," published in January, 1965. Duplication of information presented in these documents will be avoided as far as practicable in order that attention may be focused upon problems that are pressing for attention.

It is the purpose of this publication to bring the previous statements up to date in view of new developments and to present a new provisional plan to be examined and revised after thorough scrutiny by interested persons. When opportunity to react to this new statement of preliminary plans for higher education has been afforded, work will begin to refine, restate, and amplify the presentation.

Naturally, this presentation takes on the characteristics of a report of recent actions of the CCHE. It is therefore submitted in compliance with the statutes which call for the issuance of semi-annual reports.

It is hoped that the plan will be helpful to the Governor and the Legislature as operating and capital requests are presented to them for consideration. A serious attempt has been made to submit proposals which will continue to keep Wisconsin in the forefront not only in its systems of higher education, but also in its ability to promote the general welfare of the state. The relationship between a healthy economy and quality education is recognized.

A new concept in the state's responsibility for the education of its people has been developed in the past several years. We can no longer divide a state's educational program into four neat packages – elementary, secondary, vocational, and college. Our responsibility now extends from the nursery school to old age with more than a fourth of the state's whole population being continuously engaged in some full-time aspect of the educational program. Clear lines of demarcation no longer exist; new community agencies are establishing nursery schools; advanced high school students now elect college courses; vocational schools become technical institutes offering courses with credit that is acceptable in universities; joint use of library facilities, dormitories, and classroom facilities is being planned, and extension programs are offered that reach into every corner of the state on an individual basis to fulfill various goals of life and upgrade types of services rendered.

Coordination of higher education is now more of a necessity than at any time in our state's history. Programs, facilities, and operating budgets of all public institutions are responding to meet the increased demands of the people. It is imperative that our needs shall be met within a framework that uses our resources efficiently, that makes certain that voids in our offerings are corrected, and that prevents unwarranted duplication of services.

Toward these goals this publication is directed. While no plan could ever be prepared that would be acceptable to all persons affected, it is hoped that this presentation may serve to help us meet our primary higher educational needs during this highly significant period of our history.

IT SHOULD BE NOTED AT THE OUTSET THAT THE RECOMMENDATIONS CONTAINED IN THIS REPORT ARE RECOMMENDATIONS OF THE CCHE STAFF, AND NOT NECESSARILY RECOMMENDATIONS OF MEMBERS OF THE COORDINATING COMMITTEE. IT IS ANTICIPATED THAT THESE STAFF RECOMMENDATIONS WILL BE ACTED UPON IN THE NEAR FUTURE BY THE COORDINATING COMMITTEE AND ITS SUBCOMMITTEES BEFORE THE PREPARATION OF A LONG-RANGE MASTER PLAN FOR HIGHER EDUCATION IN THE STATE. TO ACHIEVE THE GOALS OF THE CCHE AND TO GIVE

FULL CONSIDERATION TO THE CCHE STAFF RECOMMENDATIONS, THE GOVERNING BOARDS OF EACH OF THE SYSTEMS AND THEIR ADMINISTRATIVE PERSONNEL WILL NECESSARILY BE DEEPLY INVOLVED IN CLOSELY COORDINATED OPERATIONAL PROCEDURES. RESPECT FOR THE MISSIONS OF EACH SYSTEM WILL BE MAINTAINED WHILE AT THE SAME TIME THE MOST EFFICIENT AND JUDICIOUS MEANS ARE SOUGHT TO MEET THE NEEDS OF ALL OF OUR YOUTH AND THE NEEDS OF OUR ENTIRE STATE.

Recommendations of the staff to receive future consideration have been placed in bold type to distinguish them from existing policies adopted by the CCHE and problems as perceived by the staff.

Goals

The following twelve goals for higher education in Wisconsin stand as fundamental principles of the Coordinating Committee for Higher Education:

1. To maintain the "Open Door Policy" in higher education.
   The State of Wisconsin has demonstrated its belief in what is often referred to as the "Open Door Policy" so far as the ability of resident students to enroll in the public higher educational institutions is concerned. No qualified students have been turned away except in the Vocational, Technical, and Adult Schools where facilities have not yet kept pace with demand. A goal of the CCHE is to provide facilities and staff sufficient to accommodate all potential Wisconsin students in higher education.

2. To maintain and strengthen diversity in post-high school educational opportunities so that programs are available within the state for youths of differing aptitudes, interests, and needs.

3. To permit each student maximum freedom to choose his institution and program of study.

4. To provide a range of quality educational programs as institutions develop areas of specialization and avoid unwarranted duplication.

   The three major systems of public higher education have achieved excellence in their distinctive roles. The University of Wisconsin's mission is clearly that of teaching, research, and public service. The State Universities, while maintaining their primary emphasis upon teacher education, are expanding their operations to meet the state's needs in selected areas in which individual institutions are uniquely qualified. The vocational and technical institutes have been assigned the responsibility of meeting all of the other needs of our adult population ranging from highly technical programs requiring concentrated and extended classroom and laboratory work to short-term local vocational courses.

5. To strongly support extensive basic and applied research activity as an essential function of the state's higher educational systems within their major capabilities.

6. To expand the extension and public service functions of Wisconsin's higher educational institutions.

   The University of Wisconsin is a recognized leader in this area with a long history of successful achievement. The State Universities will also undoubtedly expand their activities in these areas while, at the same time, the vocational and technical schools will become more service-oriented. Coordination at its highest level will be required to make certain that each system is permitted to make its maximum contribution without unwarranted duplication and with the greatest efficiency possible.

7. To expand vocational, technical, and adult educational opportunities as rapidly as possible within the framework of the statewide technical "master plan" authorized under Chapter 292, Laws of 1965.

8. To extend higher educational opportunities to a maximum number of students, the CCHE adopted a policy in 1961 of gradually reducing tuition costs until it is eventually possible to offer free public higher education in the state. Student tuition fees now constitute about 20% of the operational costs of higher education. As the state's economy improves and as higher education becomes universal, it may be expected that the ultimate goal of free tuition may be achieved. Meanwhile, the 20% sharing by students has provided an acceptable formula for the setting of tuition fees.

9. To carry out its decisions resulting from a continuing study of the needs of the people of this state for higher education, the CCHE will recommend needed legislative proposals.

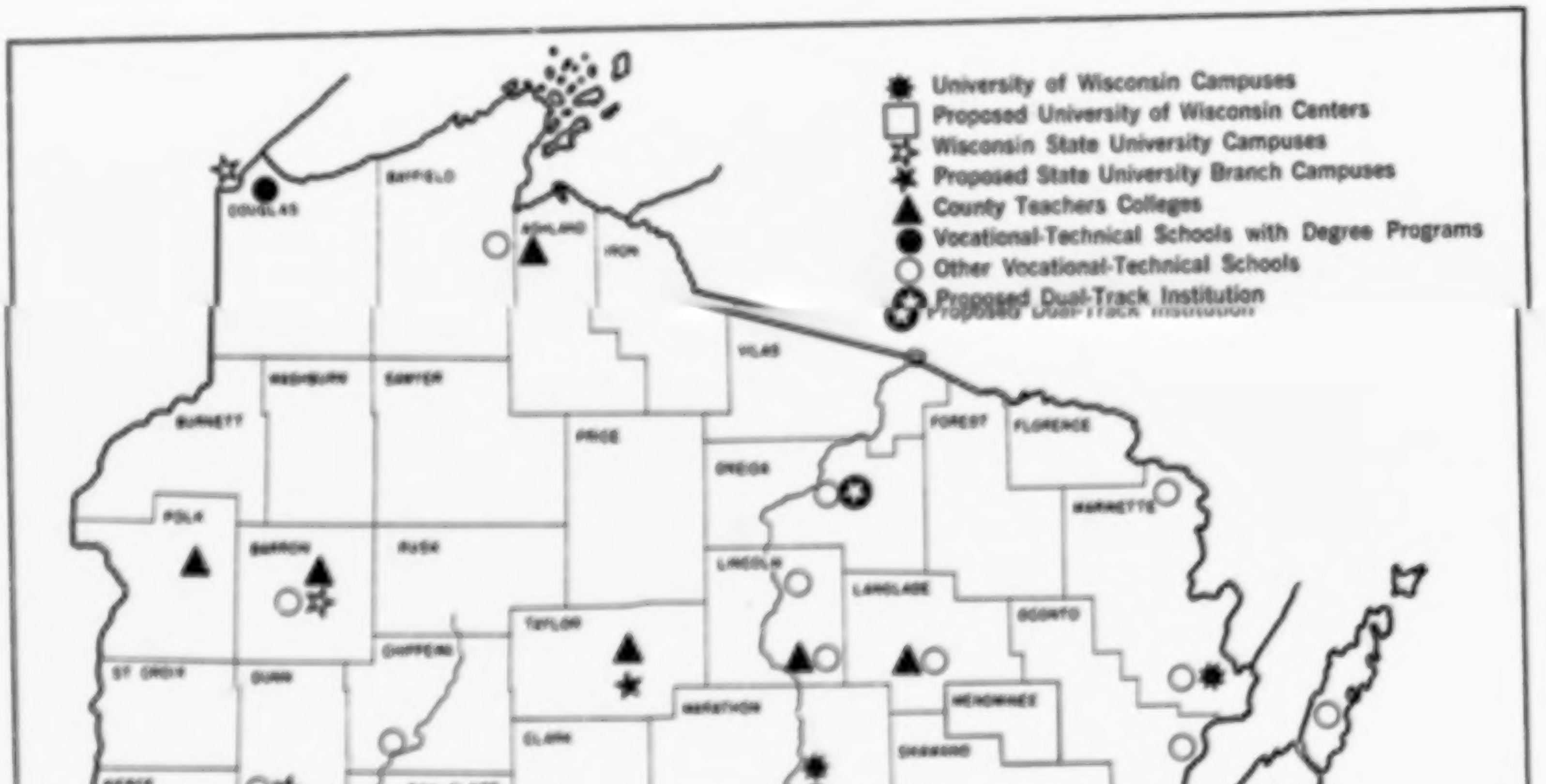
10. To promote economy and efficiency in the operation and construction of higher education facilities, the CCHE is committed to a policy of working with the various systems to coordinate and plan all activities on an acceptably sound basis.

11. To determine whether the objectives of the "Outreach Plan" have been substantially achieved, the CCHE will continue to re-examine its policy of extending public higher educational opportunities throughout the state.

    The CCHE and the governing boards should seek additional means of assisting able youth who are not within commuting distance of higher educational opportunities. This is necessary if the principle of equality of opportunity is to be recognized.

12. To fulfill its commitment to meet the needs of higher education in Wisconsin, the CCHE will promote cooperation between public and private institutions and will recognize the significant roles that each can play.

Public Institutions of Higher Education: Existing and Planned


University of Wisconsin Campuses
Proposed University of Wisconsin Centers
Wisconsin State University Campuses
Proposed State University Branch Campuses
County Teachers Colleges
Vocational-Technical Schools with Degree Programs
Other Vocational-Technical Schools
Proposed Dual-Track Institution
DOUGLAS
BAYFIELD
ASHLAND
IRON
VILAS
WASHBURN
SAWYER
BURNETT
PRICE
ONEIDA
FOREST
FLORENCE
MARINETTE
POLK
BARRON
RUSK
LINCOLN
LANGLADE
OCONTO
TAYLOR
ST CROIX
DUNN
CHIPPEWA
MENOMINEE
MARATHON
SHAWANO
CLARK
PIERCE
EAU CLAIRE
PEPIN
BUFFALO
WOOD
PORTAGE
WAUPACA
OUTAGAMIE
BROWN
KEWAUNEE
DOOR
JACKSON
TREMPEALEAU
JUNEAU
ADAMS
WAUSHARA
WINNEBAGO
CALUMET
MANITOWOC
MONROE
LA CROSSE
MARQUETTE
GREEN LAKE
FOND DU LAC
SHEBOYGAN
VERNON
SAUK
COLUMBIA
DODGE
RICHLAND
OZAUKEE
CRAWFORD
WASHINGTON
DANE
JEFFERSON
WAUKESHA
MILWAUKEE
GRANT
IOWA
GREEN
ROCK
WALWORTH
RACINE
LA FAYETTE
KENOSHA

The Organization of Higher Education in Wisconsin

Wisconsin's present network of public institutions of higher education includes more than 80 separate schools, ranging from vocational schools offering full-time post-high school instruction to the University of Wisconsin, which offers doctoral degrees in 93 different fields, 87 on the Madison campus.

Public institutions presently include 13 campuses of the University of Wisconsin system; 10 campuses of the Wisconsin State University system; 20 two-year County Teachers Colleges, and 41 vocational schools among the 63 schools administered by the State Board of Vocational, Technical, and Adult Education (SBVTAE), which offer full-time post-high school study.

Planning for programs, budgets, and facilities for all of these institutions is directed and coordinated by Wisconsin's Coordinating Committee for Higher Education (CCHE), established by the Legislature in 1955 to insure the orderly development of higher education in the state. Reorganized in 1965 to be a more effective planning agency, the 17-member Coordinating Committee makes recommendations for jurisdiction of the Legislature and Governor.

In addition to Wisconsin's public system of higher education, 19 private colleges in the state offer 4-year liberal arts and teacher education training. Two private universities offer liberal arts, professional, and graduate education to the doctoral level. Many seminaries, private junior colleges, independent professional schools and institutes, nursing schools, and proprietary schools located in the state also serve Wisconsin residents.

The University of Wisconsin System

The University of Wisconsin system includes graduate son campuses; 11 two-year campuses operated by the University Center System, and University Extension, which combines the Extension Division, the Division of Radio-TV, and the Cooperative (Agricultural) Extension Service. Center campuses are located at Green Bay, Janesville, Kenosha, Manitowoc, Marinette, Marshfield, Menasha, Racine, Sheboygan, Waukesha, and Wausau. Two more center campuses are scheduled to open in 1968 at Baraboo and West Bend.

The 1965 Legislature also has authorized the establishment of two new institutions in northeastern and southeastern Wisconsin to offer, initially, third- and fourth-year work and to be operated by the University of Wisconsin. The two schools, UW-Green Bay and UW-Parkside, are scheduled to open in 1969.

The University of Wisconsin, Madison, founded in 1849, was the first state institution of higher education and is the school with the largest enrollment in the state. The fall, 1966 enrollment was 31,120, which included 8,222 graduate students.

The University of Wisconsin system is governed by a 10-member Board of Regents, which is empowered to enact laws for the government of the University in all its branches; to act upon administrative and faculty appointments; to authorize new programs of instruction, subject to CCHE approval; to establish branch campuses in communities approved by the Coordinating Committee, and to acquire land for University of Wisconsin use, to name a few of the Regents' functions and powers.

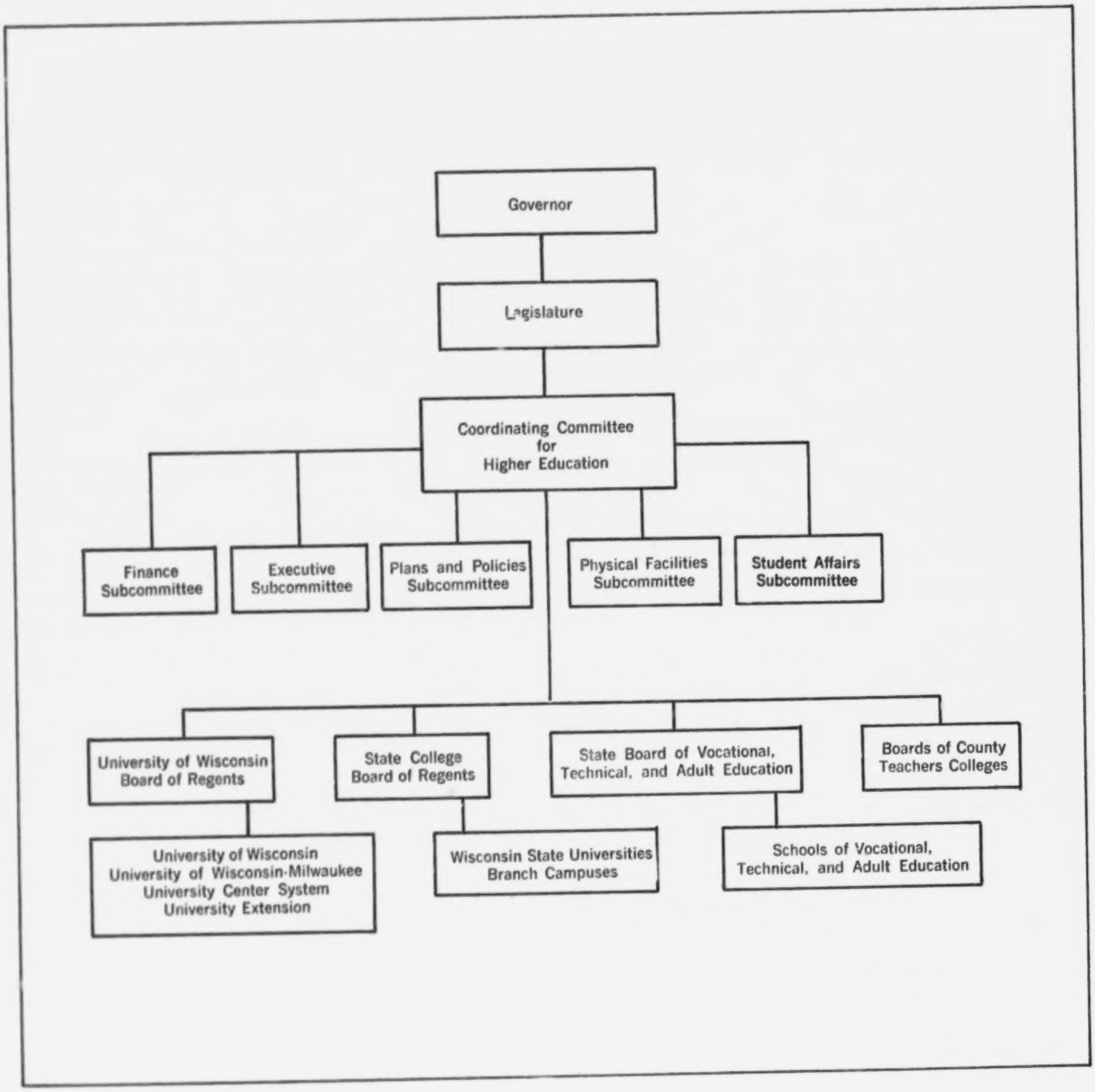
The Regents of the University of Wisconsin

Arthur DeBardeleben, President	Park Falls, Wisconsin
Charles D. Gelatt, Vice President	La Crosse, Wisconsin
Jacob F. Friedrick	Milwaukee, Wisconsin
Kenneth L. Greenquist	Racine, Wisconsin
*William C. Kahl	Madison, Wisconsin
Dr. James W. Nellen	De Pere, Wisconsin
Maurice B. Pasch	Madison, Wisconsin
Gilbert C. Rohde	Greenwood, Wisconsin
A. Matt Werner	Sheboygan, Wisconsin
Bernard C. Ziegler	West Bend, Wisconsin

*ex-officio member

The Wisconsin State University System

The Wisconsin State University system includes nine universities – at Eau Claire, La Crosse, Oshkosh, Platteville, River Falls, Stevens Point, Menomonie (Stout State University), Superior, and Whitewater – and a 2-year branch campus at Rice Lake operated initially by Stout State University. Authorized by the 1963 Legislature to


Governor
Legislature
Coordinating Committee for Higher Education
Finance Subcommittee
Executive Subcommittee
Plans and Policies Subcommittee
Physical Facilities Subcommittee
Student Affairs Subcommittee
University of Wisconsin Board of Regents
State College Board of Regents
State Board of Vocational, Technical, and Adult Education
Boards of County Teachers Colleges
University of Wisconsin
University of Wisconsin-Milwaukee
University Center System
University Extension
Wisconsin State Universities Branch Campuses
Schools of Vocational, Technical, and Adult Education

establish branch campuses similar to previously authorized University of Wisconsin Centers, the WSU system plans to open a second branch at Richland Center in 1967 and two others at Fond du Lac in 1968 and Medford at a later date.

Originally founded as normal schools for teacher training, the nine State Universities now offer 4-year programs in the liberal arts and in specialized curriculums, as well as programs leading to the Master of Science in Teaching and Master of Science in Education degrees. The Board of Regents of State Colleges, the governing body for the State University system, has been authorized by the Coordinating Committee to offer the Master's degree in fields other than teacher education, and legislative authorization is now being sought for graduate program expansion. A primary purpose of the State Universities, according to Wisconsin Statutes, remains, however, "the instruction and training of students in the theory and art of teaching."

Legal powers of the 14-member Board of Regents of State Colleges include the government and control at all the State Universities; authorizing new programs of study at the State Universities, subject to CCHE approval; appointing presidents for the schools; granting scholarships to State University students, and prescribing admission standards.

Board of Regents of State Colleges

Eugene W. Murphy, President	La Crosse, Wisconsin
Robert L. Pierce, Vice President	Menomonie, Wisconsin
*William C. Kahl	Madison, Wisconsin
Dr. Stephen H. Ambrose	Whitewater, Wisconsin
David H. Bennett	Portage, Wisconsin
Norman L. Christianson	Roberts, Wisconsin
John J. Dixon	Appleton, Wisconsin
Allan L. Edgarton	Fond du Lac, Wisconsin
W. Roy Kopp	Platteville, Wisconsin
Milton E. Neshek	Elkhorn, Wisconsin
James A. Riley	Altoona, Wisconsin
Siinto S. Wessman	Superior, Wisconsin
Mrs. Robert R. Williams	Stevens Point, Wisconsin

*ex-officio member

Schools of Vocational, Technical, and Adult Education

Wisconsin's Vocational, Technical, and Adult Schools are located in 63 communities throughout the state. Founded in 1911, the schools are now administered by the State Board of Vocational, Technical, and Adult Education (SBVTAE). Included in the system are 15 comprehensive schools offering the Associate Degree, 26 others which offer some full-time programs, and 22 which offer only part-time work in the evenings. Two of the comprehensive schools, at Madison and Milwaukee, offer liberal arts college transfer programs.

The 1965 Legislature directed the SBVTAE to place all areas not yet included in a vocational district into an area vocational-technical school district by July 1, 1970. A 15-district plan was approved by the Board and the Coordinating Committee for Higher Education after a series of public hearings, conducted by the Board and the Coordinating Committee, were held throughout the state on redistricting plans. The 1965 Legislature also provided for district boards of seven members which have the power to levy an annual tax for vocational-technical education.

Wisconsin State Board of Vocational, Technical, and Adult Education

Philip E. Lerman, President	Milwaukee, Wisconsin
Joseph Noll, Vice President	Kenosha, Wisconsin
E. J. Fransway	Milwaukee, Wisconsin
A. E. Mueller	Watertown, Wisconsin
Arthur Hitt	Alma, Wisconsin
Martin Gunnulson	Cambridge, Wisconsin
Kermit Veum	Westby, Wisconsin
Harry Haycock	Sussex, Wisconsin
William Benzies	Baraboo, Wisconsin
Ex-officio Members	
G. A. Rowland	Madison, Wisconsin
W. C. Kahl	Madison, Wisconsin

County Teachers Colleges

Two-year County Teachers Colleges are now in operation in 20 Wisconsin counties – Ashland, Barron (will close in June, 1967), Buffalo, Columbia, Dodge, Door-Kewaunee, Green, Juneau, Langlade, Lincoln, Manitowoc, Outagamie, Polk, Racine-Kenosha, Richland (will close in June,

1967), Sauk, Sheboygan, Taylor, Vernon, and Waushara. Originally founded in 1899 as the County Normal Schools, the County Teachers Colleges are now under the jurisdiction of the State Department of Public Instruction, which has legal powers of supervision and course designations.

All County Teachers Colleges are scheduled to close in 1971, since beginning in 1972, all teachers applying for initial certification must have 4-year college degrees. The CCHE has recommended that 5 County Teachers Colleges – those with fall, 1966 enrollments below 50 – be closed in June, 1967.

Private Colleges and Universities

There are two private universities in Wisconsin, Lawrence and Marquette. Liberal arts offerings and teacher education are supplemented by both undergraduate and graduate work in other fields. The curriculum at Lawrence includes basic and advanced work in the humanities, the natural sciences, the behavioral and social sciences, and the fine arts. In addition to the Bachelor of Arts degree, Lawrence offers a Bachelor of Music degree through its Conservatory of Music, and a Master's and Doctor's degree in paper chemistry through its affiliation with the Institute of Paper Chemistry.

Marquette University now includes 10 schools and colleges which grant degrees. The School of Graduate Studies offers Master's degrees in 31 separate fields and Doctorates in 11 fields. Marquette also operates summer sessions, a Division of Continuing Education, and an Evening Division.

Nineteen other accredited private colleges in the state offer 4-year liberal arts and teacher education training. There are three private specialized schools offering undergraduate work: the Milwaukee School of Engineering, Layton School of Art, and Wisconsin Conservatory of Music. Finally, there are 11 theological seminaries, three of which offer work at the graduate level, and three private junior colleges with religious affiliations.

Higher Educational Aids Commission

Another organizational resource in Wisconsin higher education is the State Commission for Higher Educational Aids. This 15-member commission, organized in 1964 and representative of both public and private higher education, has primary program responsibilities in the administration of Federal programs of aids to institutions and the state's comprehensive student financial aid programs. Its members include five from the CCHE, five from the independent colleges, and five citizens. Thomas H. Moran is Executive Secretary of the Commission.

The Students

A. Student Affairs

The CCHE continues to focus its major attention upon the development of a comprehensive state plan that will maximize the availability of diversified quality curricular programs most appropriate to student needs. Despite the increase in the percentage of high school graduates continuing in higher education, too many qualified students either do not enroll or select post-high school programs not adapted to their interests, abilities, or motivations. A full range of educational experience must be provided and made accessible to prospective students. The early implementation of a comprehensive statewide plan of vocational-technical education will expand the available opportunities and every effort must be made to assure the quality, appeal, and availability of these programs.

The high incidence of dropouts from the university campuses continues and while the student dropout rate in Wisconsin is comparable to that experienced in other states, it is still disturbing in its educational and fiscal implications. State and national studies indicate that from 25 to 30 per cent of freshman enrollees do not continue into the third semester of college. This dropout ratio falls off sharply to about 6 per cent per year after the initial high attrition. While scholastic difficulties represent one major reason for dropping out of college, a significant number of students indicate personal, financial, and other reasons for their withdrawal. A large percentage of these students present academic qualifications which would indicate readiness to undertake successfully collegiate work.

In light of the critical nature of the dropout problem, particularly at the freshman level, the CCHE staff recommends a cooperative study of admissions and retention policies and the articulation between high schools and higher education. Indiscriminate recruitment of high school seniors must be avoided and college admissions personnel must assume a responsible role in matching each student's abilities, interests, and motivations with the appropriate post-high school educational experience. In all studies involving institutional and systems' policies in these crucial areas the vital role of full faculty participation is recognized.

The CCHE staff also recommends a continuing study of tuition and other fees and the adequacy of student financial aids programs as related to the costs of higher education to students. While these programs represent a sizeable public investment in higher education, a national study indicates that student costs for higher education are rising faster than aids. The many financial aids programs administered through different offices and based upon different formulas for students pursuing different programs in different institutions have complicated the aid picture for both parents and students. **A coordination of the efforts of the several agencies involved is recommended to maximize the impact of financial aids in attracting and holding larger numbers of qualified students in higher education. Institutions should share in state-financed aid programs in accordance with the needs of their students, and such aids should be available on an equitable basis to students attending branch campuses and vocational-technical schools.**

The rationale for a student's choice of a particular institution remains largely unexplained. Commuting opportunities and geographic proximity plays a significant but diminishing role. The comparative educational as well as financial advantages and disadvantages of commuting or residence hall living have not been sufficiently researched. The relationship of available residence hall space to campus growth awaits a more definite answer. A considerable variance in charges among state institutions for similar residence hall rooms and food service is a legitimate cause of student concern.

The CCHE staff recommends an early study of the patterns, policies, and problems involved in the transfer of students from one institution to another, particularly when such transfer involves different systems of higher education in Wisconsin. Students must be assured that the satisfactory completion of a prescribed course of study in a collegiate transfer program will qualify them for admission to upper division work or a professional sequence without loss of credit or grade point average and without sacrifice of financial aid opportunities. The transfer picture is further complicated by the development of two branch campus systems, the growing appeal of collegiate transfer curricula at the Milwaukee and Madison Vocational-Technical Schools, and the projected pilot dual-track or junior college operation at Rhinelander. If we are to continue to encourge state students to undertake their initial college work at an institution close to home, an effective student transfer policy is required.

The CCHE has recommended a budget for the next biennium which would provide an additional staff member whose primary responsibility would be for the coordination of continuing studies in the area of student affairs. A greater knowledge of the needs, plans, abilities, and problems of students enrolled in Wisconsin institutions would promote the best educational interests of higher education.

B. Student Enrollments

Enrollment Projections

Planning for higher education must encompass the needs for research, public service, and instruction. Instruction relates directly to the needs of the students. Therefore, it is mandatory to project future enrollments so that the essential educational programs and facilities can be anticipated to meet the needs of these students. Enrollment projections must be related to population, changing enrollment patterns, and the development and revision of academic programs.

One of the main purposes of a state master plan for higher education is to provide academic guidelines for the long-range development of every institution. As program decisions are made, enrollment projections have to be re-examined constantly to ensure their accuracy and their harmony with current academic policy. Enrollment projections become a useful tool in planning for the total, expected volume of students, and, in turn, aid in the development of each individual institution within the systems. Indeed, the very purpose of these projections is to stimulate wise decisions in the long-range planning of academic programs and the physical development of each of the state's public educational institutions.

Table I

Comparison of 1965-1966 Enrollments at State Institutions of Higher Education

	Fall of 1965			Fall of 1966		
Institution	**Men**	**Women**	**Total**	**Men**	**Women**	**Total**
UW-Madison	18,212	11,087	29,299	19,089	12,031	31,120
UW-Milwaukee	7,700	5,118	12,818	8,273	5,903	14,176
Total-						
UW Centers	(2,893)	(1,877)	(4,770)	(3,427)	(2,484)	(5,911)
Fox Valley	352	254	606	361	286	647
Green Bay	556	375	931	548	449	997
Kenosha	440	260	700	467	257	724
Manitowoc	258	114	372	246	124	370
Marathon	302	185	487	356	235	591
Marinette	147	85	232	174	140	314
Marshfield	166	145	311	161	181	342
Racine	391	315	706	415	364	779
Rock County	—	—	—	162	137	299
Sheboygan	281	144	425	286	161	447
Waukesha	—	—	—	251	150	401
Total — UW	**28,805**	**18,082**	**46,887**	**30,789**	**20,418**	**51,207**
State Universities						
Eau Claire	2,377	2,140	4,517	2,671	2,655	5,326
La Crosse	2,189	1,754	3,943	2,452	2,062	4,514
Oshkosh	3,751	3,382	7,133	4,345	3,922	8,267
Platteville	2,635	1,058	3,693	2,983	1,207	4,190
River Falls	2,249	1,032	3,281	2,337	1,207	3,544
Stevens Point	2,811	1,715	4,526	3,138	1,985	5,123
Stout	1,639	1,188	2,827	1,878	1,373	3,251
Superior	1,537	813	2,350	1,757	952	2,709
Whitewater	3,612	2,710	6,322	4,048	2,956	7,004
Barron County	—	—	—	62	54	116
Total	**22,800**	**15,792**	**38,592**	**25,671**	**18,373**	**44,044**
County Teachers Colleges						
Ashland	43	44	87	52	48	100
Barron	64	76	140	20	37	57
Buffalo	16	21	37	9	29	38
Columbia	19	18	37	24	33	57
Dodge	25	38	63	32	44	76
Door-Kewaunee	15	28	43	20	32	52
Green	21	26	47	17	24	41
Juneau	20	27	47	19	28	47
Langlade	34	39	73	23	32	55
Lincoln	15	22	37	10	11	21
Manitowoc	55	49	104	41	36	77
Outagamie	42	57	99	36	77	113
Polk	12	19	31	13	26	39
Racine-Kenosha	38	95	133	29	97	126
Richland	68	71	142	89	83	172
Sauk	17	41	58	16	43	59
Sheboygan	20	43	63	45	33	78
Taylor	50	84	134	35	102	137
Vernon	13	37	50	16	28	44
Waushara	13	27	40	17	34	51
Total	**600**	**865**	**1,465**	**563**	**877**	**1,440**

It should be noted, however, that several policy factors can alter the individual campus projections. These factors are:

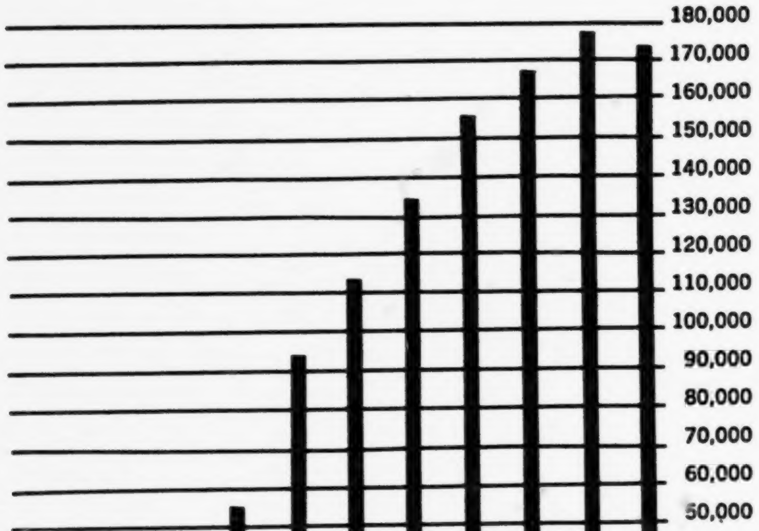
1. The question whether graduate opportunities are to be spread broadly around the state or be concentrated at a few campuses.

Table II

1966 Graduate-Undergraduate Enrollments at UW-Madison, UW-Milwaukee, and the State Universities (First Semester)

	Undergraduate	Graduate	Professional	Total
UW-Madison	21,885	8,222	1,013	31,120
UW-Milwaukee	11,929	2,247	—	14,176
State Universities				
Eau Claire	5,163	163		5,326
La Crosse	4,360	154	—	4,514
Oshkosh	7,892	375		8,267
Platteville	4,024	166	—	4,190
River Falls	3,431	113	—	3,544
Stevens Point	5,022	101	—	5,123
Stout	3,140	111	—	3,251
Superior	2,504	205	—	2,709
Whitewater	6,730	274	—	7,004
Total	**42,382**	**1,662**	—	**44,044**

Enrollment Growth: 1953-1983 University of Wisconsin and Wisconsin State University Campuses



2. The possible rapid development of continuing education on a part-time basis in the population centers of the state, such as in Milwaukee, Madison, Oshkosh, La Crosse, Green Bay, and Racine-Kenosha.

3. The ultimate development of the state's vocational-technical system, which still is in an evolutionary stage.

Moreover, projections of enrollments should take into account several basic assumptions. Those included in the projections following are:

1. The per cent of high school graduates who go on to some form of post-high school education will continue to increase; however, at a decreasing rate until eventually a maximum level will be reached.

2. As programs in vocational-technical education are developed, an increasing per cent of high school graduates will take advantage of these opportunities.

3. The per cent of high school graduates attending proprietary schools, private colleges, and out-of-state collegiate institutions will remain constant.

4. The military situation will not change substantially.

5. The state will continue its commitment to provide necessary funds in support of the operating budget.

6. Student aids will continue to increase and tuition charges will not materially deter prospective enrollments.

7. Graduate enrollments will increase sharply.

The newest enrollment projections in this report (Table III) establish guidelines for provisional long-range planning. The projections represent:

The distribution of students which can be expected under existing policies.

The distribution of students which is reasonable within the total state framework and which can be realized without imposing unnecessary restrictions on freedom of student choice.

These projections reflect the decline in the birth rate in Wisconsin which will affect higher education beginning in the late 1970's, the assumption that the population migration patterns will remain in relative balance, and the 25-per cent limitation on out-of-state undergraduate students established by the CCHE in 1966.

Other projections have been made of the per cent of Wisconsin's high school graduates in each of the several types of post-high school education to 1983, a year for which pertinent data of birth statistics is available. By 1983, the staff has estimated that 85 per cent of our resident high school graduates will be distributed as follows:

42% – University of Wisconsin and Wisconsin State Universities
30% – Vocational-technical schools (all programs)
5% – Out-of-state institutions
3% – Proprietary schools (secretarial, nursing, beauty culture, etc.)
5% – Wisconsin's private colleges and universities

85% – Total enrollment in some form of post-high school education.

More detailed projections for the vocational-technical systems now are being prepared in light of the technical school master plan approved in December, 1966. These will appear in the state's final master plan.

The CCHE staff recommends that uniform definitions and techniques be developed for reporting higher educational enrollments. Different techniques, for instance, have been used in the past in reporting part-time enrollments. These differences were relatively unimportant because UW-Milwaukee was the only institution with any substantial part-time students. Many evening students also are enrolled at Milwaukee who are not now calculated in the establishment of needed facilities because they generally have been able to use the same facilities provided for the day students. This situation is changing, however, and will become more significant as evening students increase at Milwaukee and on other campuses, and as part-time enrollments expand, particularly at the graduate level, thereby affecting long-range planning for facilities.

While long-range projections theoretically allow for planning up to 18 years in advance, an annual review can incorporate the proper adjustments necessitated by changes we are unable to foresee. The attempt to project enrollments several years in advance presents an extremely complex problem because there are so many variables which no one can fully anticipate and so many factors which may influence a student's decision to attend a certain college or some other form of post-high school education. Projections must be reviewed each year, therefore, to reflect these variables – birth trends, the number of high school graduates and percentage going on to higher education, increasing financial aid to students, collegiate admission experiences, the effect of new campuses and the expansion of the vocational-technical system, new academic programs, the Vietnam war, trends in student transfers, limitations on out-of-state students, and the increasing requirements for adult educators.

2. Optimum Enrollments

There has been considerable discussion of the establishment of optimum enrollment for the several state institutions. An optimum enrollment can be very different for any given institution depending upon its academic program or its physical surroundings. In every known case, wherever specific enrollment limitations have been set for campuses, they have been relatively arbitrary. Historically, Wisconsin has established educational opportunities throughout the state in order, among other reasons, to relieve extreme pressures on any particular institution, and has not imposed arbitrary limitations on enrollment size. Within the framework of Wisconsin's higher education needs, the enrollment projections presented in this report offer a reasonable approach to optimum enrollments.

For instance, one of the functions of the new University of Wisconsin – Green Bay and the Fond du Lac Branch Campus is to relieve some of the enrollment pressure at Wisconsin State University – Oshkosh. With the development of these institutions, enrollment potentials at Oshkosh and other campuses in the area will be substantially altered. Modification of enrollments from the previous estimates for Oshkosh permits the institution

Table III

Enrollment Projections for the University of Wisconsin and Wisconsin State Universities

University of Wisconsin

Year	Madison	Milwaukee	Day Enroll-ments*	Centers	Green Bay	Park-side
1974	36300	20600	(15800)	8000	5400	6600
1977	38600	23400	(18000)	8100	6800	8500
1980	39900	25500	(19600)	8200	8000	9500
1983	39000	25900	(19900)	7500	7300	8800

Wisconsin State Universities

Year	Eau Claire	La Crosse	Oshkosh	Platte-ville	River Falls	Stevens Point	Stout	Superior	White-water	Branch Campuses
1974	9600	7600	15100	6400	5300	9700	6100	4800	11500	1600
1977	10600	8300	16100	7000	5800	10600	6700	5200	12100	1900
1980	10900	8500	17000	7300	6000	11000	7000	5300	12700	2000
1983	10200	7900	16400	6800	5800	10400	6600	5000	12300	1800

* Day enrollment figures are used in calculating space needs at Milwaukee. Several years' experience indicates that 77 per cent of the total enrollment are day students.

to concentrate more heavily on the development and enhancement of its academic programs.

The projections in this report include an assumption that the two new University of Wisconsin campuses at Parkside and Green Bay now scheduled to open in 1969, while initially limited by law to third- and fourth-year opportunities, will develop into four-year institutions admitting freshmen classes in 1971. The CCHE has endorsed the concept several times that these campuses should become full four-year institutions in order to provide maximum efficiency and better serve the students, and has recommended that this development should be completed by 1975. Some consideration now is being given to initiating this development at an earlier date, and, if carried out, it would require appropriate adjustments in projections.

The CCHE has further recommended that the two-year Centers at Green Bay and Kenosha be discontinued as soon as the transition of the third- and fourth-year campuses to four-year institutions is completed. If the timing of this development is slowed down, the enrollment potentials at several other four-year State Universities and two-year University Centers would be affected and appropriate adjustments would be necessary.

It is recommended that the enrollment projections as stated herein be considered enrollment goals for planning. They should not be imposed as absolute figures, however, since requirements and conditions can change rapidly. The broad statewide distribution of institutions connotes that these projections are realistic goals and if program developments and planning go forward within the framework as outlined in this report, none of the campus enrollments as now projected suggests unnecessary or too-rapid growth in the period noted. On the other hand, these general guidelines indicate that the state need not establish additional campuses over and above those now authorized. These optimum enrollment guidelines represent a reasonable and responsible planning approach to meet Wisconsin's higher education demands in the next seventeen years.

3. Nonresident Admission Policy

While the open-door policy has been traditionally supported for Wisconsin residents, the proportion of nonresidents to resident students has been for some time a matter of concern to the Committee, the Legislature, and the operating systems.

In recent years the ratio of nonresidents has risen steadily in the State Universities located near state borders and at the University of Wisconsin in Madison. Net in-migration to Wisconsin's public institutions also increased with a resulting substantial imbalance.

In March, 1966, the Committee adopted a statewide guideline for nonresident undergraduates (excluding foreign students) limiting to 25 per cent the total nonresident undergraduate enrollment at any one campus. The Committee felt that a nonresident policy should meet five criteria:

1. It should promote cosmopolitanism – interaction with nonresident students of diverse geographic, social, and cultural backgrounds.
2. It should not interfere unnecessarily with student mobility.
3. It should allow institutions administrative flexibility.
4. It should not close the possibility of interstate compacts for exchange of students.
5. It should not impose an undue strain on the state's resources.

The statewide guideline meets these criteria.

It is recommended that the policy be continued and that strong efforts be made to diversify the geographical base for nonresident students, thus realizing the full value from student cosmopolitanism.

The Committee has established no restrictions on nonresident graduate students. The over-all migration of graduate and professional students in and out of the state is in a reasonably close balance. A 1963 national study revealed that Wisconsin had 4,090 out-of-state graduate and professional students enrolled in its institutions and 3,252 Wisconsin residents were enrolled in graduate and professional courses in other states.

The UW, Madison graduate school particularly has long provided a valuable teaching and research resource of national stature. Graduate education receives a great deal of support from the Federal government and other outside sources.

It is recommended that the CCHE recognize the national character of graduate education and encourage increased outside support for this phase of higher education.

C. Student Financial Aids

Within the last two years, several new programs of financial aid to students have been passed by both the state and Federal governments. In addition, more private and institutional resources are being made available to students than ever before in the history of higher education. The way financial aids are being distributed also has been undergoing significant changes. Scholarships and other kinds of aid still are awarded in recognition of ability and promise, but now the amount of aid granted is closely related to the student's actual financial need. Both of these conditions – more resources and distribution on the basis of need – have been the result of an effort to provide an educational opportunity to every qualified student regardless of his financial circumstances.

The Wisconsin State Commission for Higher Educational Aids has been given responsibility for the administration of most state programs of financial aid including the expanded Honor Scholarship Program, the improved State Loan Program, and the Tuition Grant Program which provides financial aid to Wisconsin residents attending private institutions. In order to facilitate the distribution of financial aid, the Commission, in cooperation with Wisconsin high schools and institutions of higher education including the University of Wisconsin, the nine State Universities, private colleges, hospital schools of nursing, and Vocational, Technical, and Adult Schools, has developed a unique application procedure for high school seniors seeking financial aid to continue their education. Rather than applying for each of the many specific types of aid available, a student applies for financial aid in general using a single application. In addition to applying for all forms of aid, the student may apply at several different schools simply by listing them on the application. The students submit their application forms to the high school guidance counselor who provides an evaluation and recommendation and then forwards the applications to the Commission. The Commission then assumes the responsibility of forwarding copies of the application to all of the institutions located in the State of Wisconsin that the student lists on the application form. The institutional financial aid officer uses the application form and the financial statement also submitted by the student to develop an aid package designed to meet each student's financial need. Approximately 20,000 high school seniors use this simplified mechanism each year in applying for financial aid.

Administration of the greatly expanded state-sponsored leadership and need grants has remained with the University of Wisconsin and State Universities. Likewise, the Federal-State Work-Study Program, which has grown substantially, is administered by the institutions.

The extension of financial aid to Wisconsin students attending non-public institutions in the state through the Tuition Grant Program is a new and important concept in educational finance. This program emerged as a recommendation of a special "Governor's Scholarship and Loan Committee," which, in recommending the program, reported that:

"A student grant program alternative should be adopted which, by equalizing the student assistance structure, will give the student equal freedom to attend a public or a private institution, placing the State in a substantially neutral position in the student's choice, neither coercing nor discouraging the student to choose one kind of school over another. A student will then be able to chose an institution based on educational rather than financial considerations."

The potential effect of this program has been recognized in the CCHE enrollment projections. It has been assumed that the per cent of high school graduates enrolling in private colleges will remain constant. The validity of this assumption and the full effects of this program cannot yet be ascertained since the program is only in its second year of operation and is available only to freshmen and sophomores at this time.

The extension of student aids in the form of grants, loans, or employment has been inclusive and it is reasonable to state that few Wisconsin students are now denied opportunities for post-high school education due to lack of financial resources. However, a continuing study of costs and aids is recommended.

The State Commission for Higher Educational Aids is required by statute to provide the Governor and Legislature with an annual report which reviews the status of the student financial aid structure in Wisconsin and make recommendations for change. **The CCHE staff recommends that the CCHE, University of Wisconsin, State Universities, and Technical Schools, along with all private institutions, cooperate with the Commission in studying and reporting the whole area of financial aid requirements.**

D. Maps: Students Enrolling in Higher Education Facilities by County

The following comments help to explain Map A, the ratio of new freshmen in Wisconsin's public and private collegiate institutions to the number of 1966 high school graduates:

...High school graduates from Wisconsin's public and private schools totaled 66,473 in 1966, an increase of 55 per cent from 1959, the first year the Coordinating Committee had reliable statistics for these students.

...Nearly two-thirds of the 1966 high school graduates came from 16 counties, each of which supplied more than 1,000 students. These counties are Kenosha, Milwaukee, Racine, and Waukesha in the southeast; Marathon and Wood in the center of the state; Dane and Rock in the south; most of the Fox River Valley counties; and Eau Claire and La Crosse to the west.

...Thirty-five per cent of the high school graduates were from the southeastern counties in 1966. Milwaukee County alone provided more than one-fifth of the total. Seventeen per cent of the students were graduated from high schools located in the Fox River Valley.

...The ratio of the state's total new freshmen to Wisconsin's total high school graduates has increased each year from 29.9 per cent in 1959 to 36.6 per cent in 1966. Not included in these ratios are those high school graduates who enrolled in the vocational-technical schools (see Map B), the collegiate transfer students at the Milwaukee Institute of Technology and Madison's School of Vocational, Technical, and Adult Education (see Map B), in out-of-state collegiate institutions, or in the state's private proprietary schools; i.e., nursing, secretarial, beauty culture, etc. (This figure includes new freshmen who graduated from high school before 1966.)

...In 1966, the ratio of resident new freshmen to Wisconsin high school graduates of 36.6 per cent was exceeded by 27 counties. Sixteen counties provided ratios over 40 per cent.

...Thirty-seven per cent of the total new freshmen in the state were residents of the southeastern counties of Milwaukee, Washington, Ozaukee, Waukesha, Racine, Kenosha, and Walworth. Sixteen per cent were from the Fox River Valley area, and 13 per cent resided in the south central counties of Dane, Rock, Columbia, Dodge, Green, and Jefferson. These areas are the most heavily populated in the state and have the largest concentration of public and private collegiate institutions.

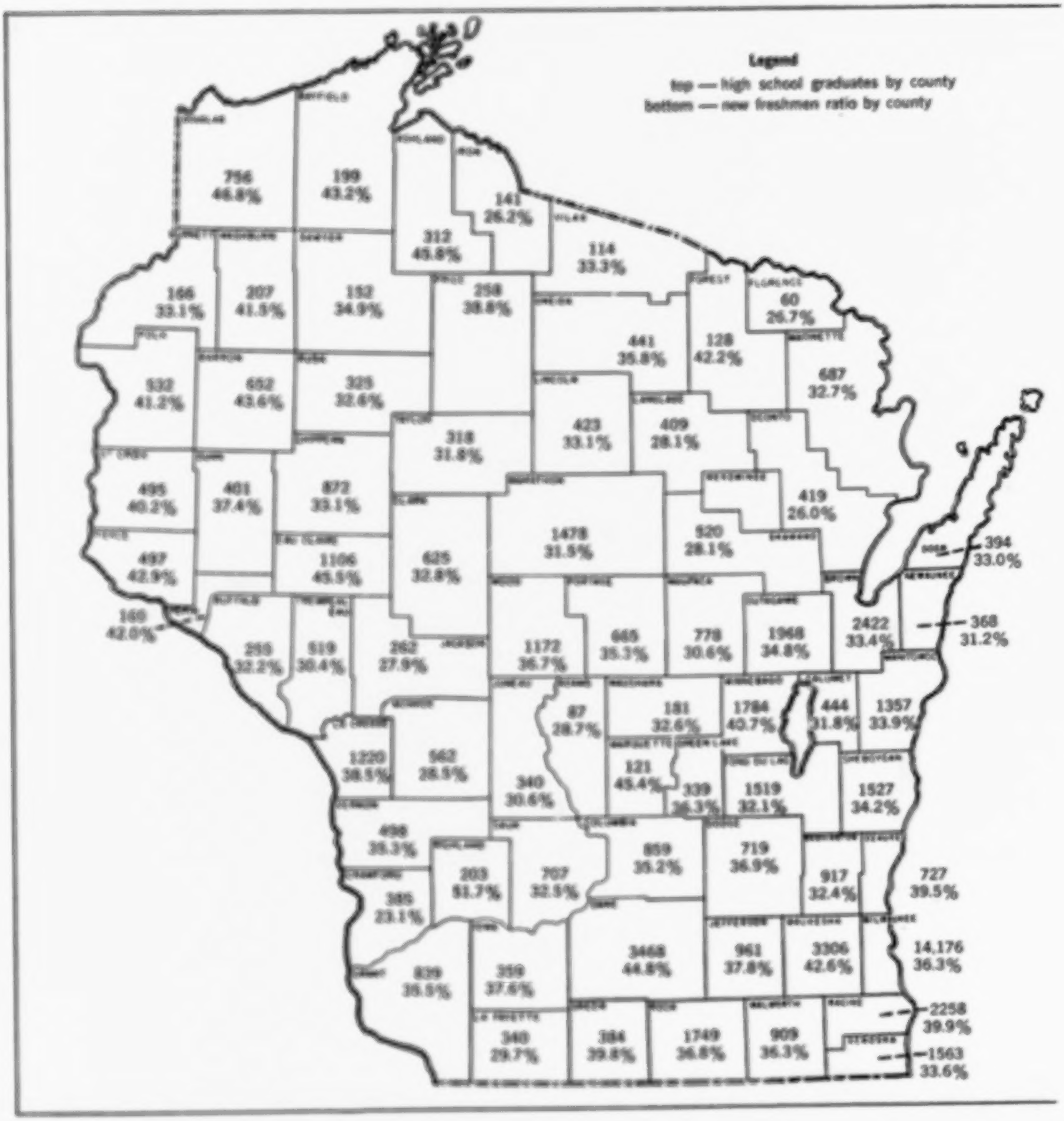
...In 1966, eighty-six per cent of the resident new freshmen in Wisconsin enrolled in the public collegiate institutions in the state.

...Although it appears that counties with collegiate institutions yield a high number of new freshmen, a

Map A

Ratio of Resident New Freshmen Enrolled in Wisconsin's Public and Private Collegiate Institutions in Fall 1966 to Number of 1966 Wisconsin High School Graduates

(Does not include collegiate transfer program at Milwaukee Institute of Technology and Madison School of Vocational, Technical, and Adult Education)


Legend
top — high school graduates by county
bottom — new freshmen ratio by county
756
46.8%
199
43.2%
312
45.8%
141
26.2%
114
33.3%
166
33.1%
207
41.5%
152
34.9%
258
38.8%
60
26.7%
441
35.8%
128
42.2%
532
41.2%
652
43.6%
325
32.6%
687
32.7%
423
33.1%
409
28.1%
318
31.8%
495
40.2%
401
37.4%
872
33.1%
419
26.0%
625
32.8%
1478
31.5%
520
28.1%
497
42.9%
1106
45.5%
394
33.0%
160
42.0%
255
32.2%
519
30.4%
262
27.9%
1172
36.7%
665
35.3%
778
30.6%
1968
34.8%
2422
33.4%
368
31.2%
87
28.7%
181
32.6%
1784
40.7%
444
31.8%
1357
33.9%
1220
38.5%
962
28.5%
340
30.6%
121
45.4%
339
36.3%
1519
32.1%
1527
34.2%
498
35.3%
203
51.7%
707
32.5%
859
35.2%
719
36.9%
917
32.4%
727
39.5%
385
23.1%
839
35.5%
359
37.6%
3468
44.8%
961
37.8%
3306
42.6%
14,176
36.3%
2258
39.9%
340
29.7%
384
39.8%
1749
36.8%
909
36.3%
1563
33.6%

glance at the map will reveal that many counties which do not support a large population, and few, if any, collegiate institutions, also provide a high proportion of new freshmen. Clearly other factors than the proximity of an institution alone must enter into a student's decision whether or not to attend college. Some of these factors, for example, could be the financial aids available to a student and his scholastic ability, ethnic origins, educational attainment of his parents, their income level and that of the residents in their area, the influence of the student's peers, his teachers, and counselors in his high school, the lack of job opportunities in certain areas of the state, and the increase in automation and mechanization.

The following comments help to explain Map B, the ratio of first-time resident students enrolled in 27 vocational-technical schools in the fall of 1966 to the number of 1966 high school graduates:

. . . A total of 9,288 resident students were enrolled, as their **first** post-high school experience, in 27 of Wisconsin's vocational-technical schools in 1966. These 27 schools are those which offer the Associate Degree or full-time programs approved by the SBVTAE only, and do not include 36 other vocational-technical schools in the state which offer part-time evening programs and some full-time work.

. . . Of the total 9,288 resident first-time students, 5,451 were graduated from a Wisconsin high school in 1966; the rest were graduated in previous years, even though this program was their first post-high school experience since that graduation.

. . . Of the 3,218 resident first-time students enrolled in 1966 at the Milwaukee Institute of Technology, 777 chose Milwaukee's collegiate transfer program. Sixty first-time students out of the total 463 at Madison's School of Vocational, Technical, and Adult Education enrolled in the collegiate transfer program. The Milwaukee Institute of Technology is the only one in the state at the present time which offers collegiate transfer programs accredited by the North Central Association in addition to vocational-technical offerings. The Madison School's collegiate transfer program received preliminary approval by North Central in 1966.

. . . Most of the first-time students who selected the collegiate transfer program at Madison and Milwaukee were residents of the counties in which these schools are located. Waukesha County, however, provided 59 of the 777 students enrolled in this program at Milwaukee; 11 more came from Ozaukee County and 8 from Calumet County.

. . . The ratio of the total number of resident first-time students enrolled in the 27 vocational-technical schools in 1966 to the total number of Wisconsin high school graduates in 1966 was 14.0 per cent. Combined with the 1966 new freshman ratio of 36.6 per cent, approximately 50.6 per cent were engaged in these two types of post-high school education in 1966. Other Wisconsin residents attended out-of-state colleges (a national study indicates 15 per cent in 1963) as new freshmen, and many also enrolled in private proprietary schools in the state.

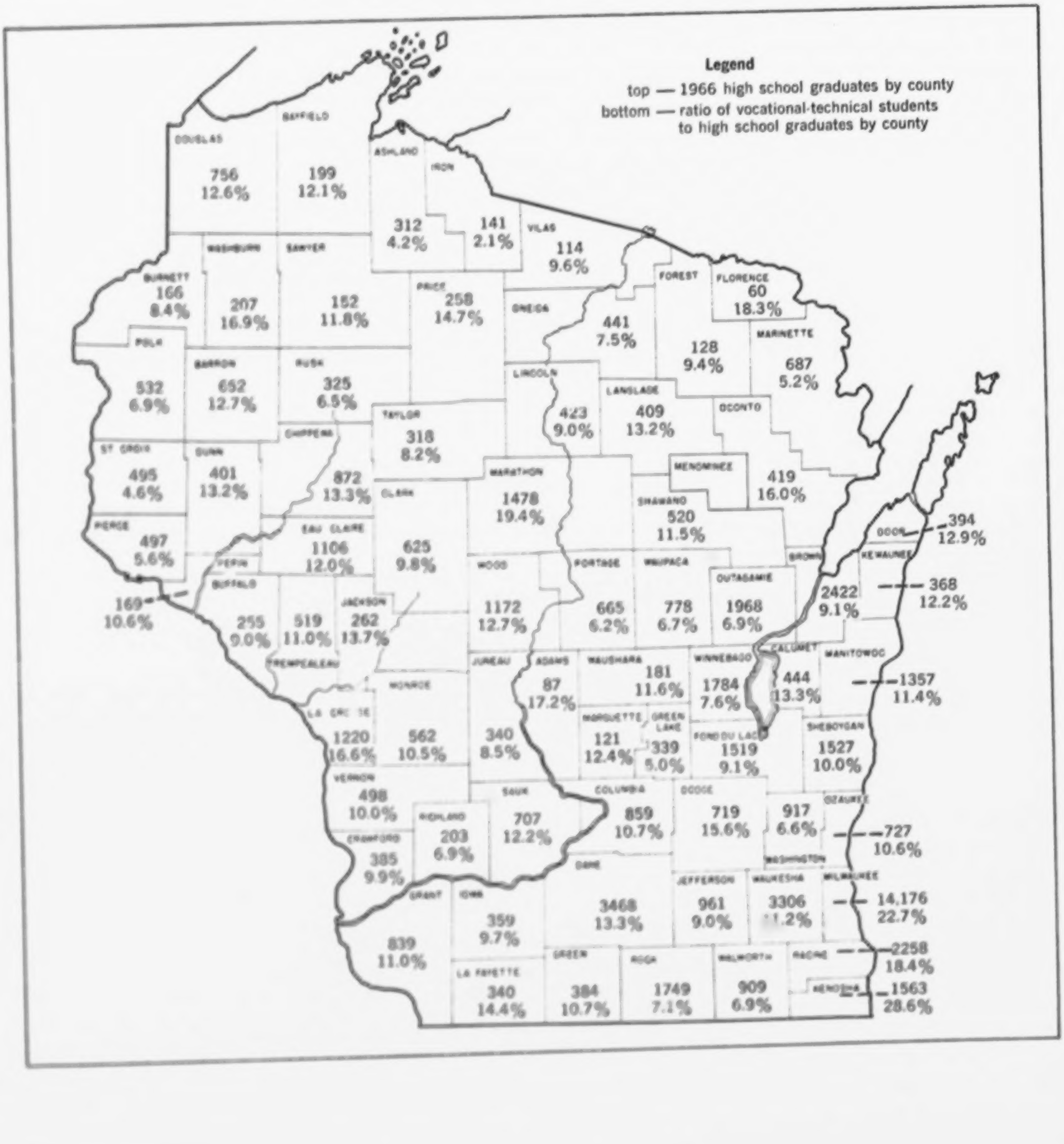
. . . The combined ratios of resident new freshmen and vocational-technical students to the number of 1966 Wisconsin high school graduates ranged from a low of 28.3 in Iron County to a high of 62.2 in Kenosha County. Twenty-two counties provided combined ratios from 50 to 60 per cent; 40 counties from 40 to 50 per cent.

. . . Kenosha County enrolled almost as many students in vocational-technical schools (447) as new freshmen in collegiate institutions in 1966 (525). Other counties with a large number of vocational-technical students were Milwaukee (3218), Dane (463), Racine (416), Waukesha (372), Marathon (287), and La Crosse (203).

Map B

Ratio of First-Time Resident Students Enrolled in 27 Vocational-Technical Schools Offering Approved Associate Degree or Full-Time Programs, Fall 1966, to Number of 1966 Wisconsin High School Graduates

(Includes collegiate transfer programs at Milwaukee Institute of Technology and Madison School of Vocational, Technical, and Adult Education)


Legend
top — 1966 high school graduates by county
bottom — ratio of vocational-technical students to high school graduates by county
DOUGLAS 756 12.6%
BAYFIELD 199 12.1%
ASHLAND 312 4.2%
IRON 141 2.1%
VILAS 114 9.6%
BURNETT 166 8.4%
WASHBURN 207 16.9%
SAWYER 152 11.8%
PRICE 258 14.7%
ONEIDA 441 7.5%
FOREST 128 9.4%
FLORENCE 60 18.3%
MARINETTE 687 5.2%
POLK 532 6.9%
BARRON 652 12.7%
RUSK 325 6.5%
LINCOLN 423 9.0%
LANGLADE 409 13.2%
OCONTO 419 16.0%
TAYLOR 318 8.2%
ST CROIX 495 4.6%
DUNN 401 13.2%
CHIPPEWA 872 13.3%
CLARK 625 9.8%
MARATHON 1478 19.4%
MENOMINEE
SHAWANO 520 11.5%
PIERCE 497 5.6%
EAU CLAIRE 1106 12.0%
PEPIN 169 10.6%
DOOR 394 12.9%
BROWN 2422 9.1%
KEWAUNEE 368 12.2%
BUFFALO 255 9.0%
TREMPEALEAU 519 11.0%
JACKSON 262 13.7%
WOOD 1172 12.7%
PORTAGE 665 6.2%
WAUPACA 778 6.7%
OUTAGAMIE 1968 6.9%
CALUMET 444 13.3%
MANITOWOC 1357 11.4%
JUNEAU 340 8.5%
ADAMS 87 17.2%
WAUSHARA 181 11.6%
WINNEBAGO 1784 7.6%
MONROE 562 10.5%
LA CROSSE 1220 16.6%
MARQUETTE 121 12.4%
GREEN LAKE 339 5.0%
FOND DU LAC 1519 9.1%
SHEBOYGAN 1527 10.0%
VERNON 498 10.0%
SAUK 707 12.2%
COLUMBIA 859 10.7%
DODGE 719 15.6%
WASHINGTON 917 6.6%
OZAUKEE 727 10.6%
RICHLAND 203 6.9%
CRAWFORD 385 9.9%
DANE 3468 13.3%
JEFFERSON 961 9.0%
WAUKESHA 3306 [illegible]1.2%
MILWAUKEE 14,176 22.7%
GRANT 839 11.0%
IOWA 359 9.7%
LA FAYETTE 340 14.4%
GREEN 384 10.7%
ROCK 1749 7.1%
WALWORTH 909 6.9%
RACINE 2258 18.4%
KENOSHA 1563 28.6%

A New Look at the Outreach Plan

In 1958, the Coordinating Committee adopted as its "cardinal" tenets educational opportunity, diversity, and quality. Relevant to this section are the following excerpts from that statement:

> The general welfare of the state will be best served by making it possible for any deserving and qualified youth to continue his education to the level of his ability and ambition. Since the major cost of education to the student occurs when the training must be secured away from his home, the welfare of the student and the state will be best promoted by providing post-high school educational opportunities as widely over the state as is consistent with sound educational and financial considerations.

As a major step toward implementing these principles, the Coordinating Committee created a Long-Range Planning Subcommittee which, assisted by the CCHE staff, fully explored the need for additional two-year public collegiate opportunities throughout Wisconsin and recommended a statewide plan for their distribution. The plan was then reviewed and endorsed by the CCHE in 1963, and a bill was later enacted in the fall session to allow the State College Regents to "establish branch campuses . . . in communities approved by the coordinating committee for higher education and not otherwise provided with degree-granting public institutions of higher learning . . ." In the same legislation, the University of Wisconsin Regents were given formal statutory authority to establish "extension centers" at locations approved by the CCHE. From that point on, the Coordinating Committee was able to enter into direct negotiations with communities that qualified under CCHE criteria as potential sites for two-year facilities.

Major developments since the adoption of the outreach plan have convinced the staff that a thorough reassessment of existing policies is both desirable and necessary: (1) the passage of Chapter 292, Laws of 1965, to expand vocational, technical, and adult education opportunities throughout the state; (2) the authorization of new Universiy of Wisconsin campuses at Green Bay and Parkside; (3) recent findings concerning the relative importance of geographical proximity of higher educational opportunities, and the relationship of this factor to educational quality and cost; (4) progress to date in dispersing public collegiate opportunities throughout Wisconsin, and (5) developments in other states.

It is the intention of the staff in this section to explore the background of "outreach", to discuss the factors enumerated above, and to advance certain conclusions.

A. Background

To determine how the "outreach" plan evolved, it is necessary to re-examine the series of policy positions taken by the CCHE.

In 1962, the CCHE stated its "conviction that the two-year teacher training program of the county teachers colleges should be terminated as soon as practicable," and that as such colleges "are phased out of existence," the University of Wisconsin and the State Universities should be developing "two-year liberal arts offerings in extension centers and on branch campuses, respectively, in selected areas of the state."

In addition, the Coordinating Committee recognized that there were students in various parts of Wisconsin "who find it impossible to leave home to secure collegiate education," and that "many others who do leave home to secure an education find the financial load extremely heavy." As a result, the Committee reaffirmed its previous statement on providing post-high school educational opportunities "as widely over the State as is consistent with sound educational and financial considerations."

In the same document, the CCHE set the conditions which localities must satisfy to obtain a freshman-sophomore institution. Among the requirements are the following:

(1) The county or community must agree to furnish "suitable physical facilities" and provide for their maintenance and for one-half of the cost of custodial service.

(2) The operating costs of the center or branch campus "must be relatively economical in terms of appropriated state funds."

(3) The locality must meet certain quantitative criteria relating to potential enrollment and the proximity and "drawing power" of existing collegiate institutions.

In October, 1963, establishment of six centers or branch campuses in the following communities was recommended by the Coordinating Committee for the 1965-67 and 1967-69 biennia: Waukesha, Janesville, and Rice Lake for 1965-67, and West Bend, Baraboo, and Clintonville-Shawano for 1967-69.

In addition, other communities were singled out as "projected" locations for two-year facilities beyond 1965-69; however, no "definitive timetable or order of establishment" was mentioned. These locations included: Beaver Dam, Richland Center, Tomah, Rhinelander, Lake Geneva, and Fond du Lac. The Coordinating Committee stated at the time that "while these locations, on the basis of evidence [now] available. . . appear as suitable locations within an over-all pattern of development, **each should be continually assessed in terms of educational, economic, and other factors which will affect any future priority list.**" Moreover, the potential of Wisconsin Rapids for either a center or branch campus was, in the language of the Committee, to be "carefully scrutinized" in an ongoing evaluation of possible two-year unit sites.

Finally, in Working Paper #4, 1965, the Coordinating Committee designated Rice Lake, Rhinelander, and Wisconsin Rapids as locations for dual-track institutions offering both vocational-technical training and liberal arts transfer courses. It was the determination of the CCHE that such an arrangement would produce greater efficiency and economy. Last July this policy was reaffirmed. (See later section on dual-track concept.)

To summarize, these were the paramount considerations in the adoption of the outreach plan:

(1) the need to fill the vacuum created by the "phasing out" of the County Teacher College operations;

(2) the desirability of reducing financial barriers to college attendance through the provision of liberal arts opportunities within effective commuting distance to all or most Wisconsin students;

(3) the "popularity" of the centers, as evidenced by their more rapid enrollment growth at the time;

(4) and, implicitly, the "demonstration effect" of having a liberal arts institution in a community, e.g., exposure of the residents to the values of collegiate education.

B. Recent Developments

Vocational, Technical, and Adult Education

The passage of Chapter 292, Laws of 1965, designed to broaden vocational, technical, and adult education opportunities through inclusion of the entire state in area districts by 1970, marked a turning point in the development of the V.T.A. system. Implementation of the law should enable Wisconsin youths and adults to pursue vocational-technical training on a much wider scale than was true in the past. CCHE enrollment projections, prepared in March and December of 1966, suggest that by 1983, **30** per cent of Wisconsin's high school graduates will be enrolled in all types of programs in V.T.A. schools. Reflected in this estimate is the assumption that as area districts are formed and necessary facilities constructed or enlarged, an increasing proportion of high school graduates will elect such programs, as opposed to strictly collegiate courses of study. Obviously, the attractiveness and prestige of vocational-technical education vis-a-vis collegiate education will be significantly enhanced as an outgrowth of the rapid expansion of the V.T.A. system and specific program offerings, particularly technical curricula. Already a number of the schools that award the Associate Degree are serving an area or, in some cases, state-wide clientele. The per cent of full-time students from outside the home county of the vocational-technical school is 68% at the Eau Claire Vocational-Technical School, 53% at the La Crosse Vocational-Technical School, 52% at the Green Bay Vocational-Technical School, and 51% at the Madison Vocational-Technical School.

New University of Wisconsin Institutions

In April, 1964, the CCHE recommended to the Governor and the Legislature that a "sequence of four years of educational opportunity" be made available in the Fox Valley and Racine-Kenosha areas, partially to relieve enrollment pressures at the Madison, Milwaukee, Whitewater, and Oshkosh campuses. Enabling legislation, Chapter 259, Laws of 1965, was subsequently approved charging the Coordinating Committee with the formulation of "a plan and schedule for the development...of the new institutions..." The question now arises: What will be the impact of the campuses on future enrollment patterns?

It should be recognized that the Coordinating Committee has defined as a major purpose of UW-Green Bay and Parkside the provision of collegiate opportunity on a regional basis—within a radius of 50-75 miles. As a result, dormitories have been recommended to accommodate students beyond convenient commuting distance. In essence, the northeast and southeast institutions will substantially affect enrollment patterns throughout wide service areas; the staff's latest projections show 7,300 students at Green Bay and 8,800 at Parkside by 1983. However, in terms of freshman-sophomore opportunities, the major impact will not be felt until the 1973-75 biennium when first- and second-year operations become consolidated with third- and fourth-year academic work (to be offered initially).

Factor of Geographical Accessibility

As indicated earlier, the major aim of the outreach plan is to place freshman-sophomore liberal arts programs within effective commuting distance of students unable to "leave home to secure collegiate education." The staff believes that while geographic accessibility of such opportunities should always be considered in long-range planning for higher education, the relative weight of this factor should be re-appraised in light of:

1. recent studies focusing on the importance of geographical proximity as an element in both the decision to attend college, and the choice of a collegiate institution or program;
2. other determinants of college-going patterns, including the increasing availability of student financial aids;
3. the proportion of students in our public collegiate institutions who actually commute on a daily basis, and the distances traveled;
4. the relationship between geographic accessibility and educational quality at reasonable cost;
5. the relationship between availability of collegiate opportunity and economic growth or location of new industry in an area, and
6. the extent to which commuting opportunities have already been provided throughout the state.

Studies of the Proximity Factor

Among the significant studies bearing on these questions is a 1965 University of Wisconsin doctoral dissertation by Robert H. Fenske which probes the strength of the relationship between "the presence or absence of institutions of higher education in selected communities and the plans of high school graduates in these communities to attend college."

Information on both the post-high school educational plans of graduating seniors in the selected communities and their socio-economic characteristics was obtained through a specially constructed questionnaire administered to all seniors in their schools in 1963.

The study produced these principal findings:

1. The presence or absence of a local collegiate opportunity was **not a determining** factor in the "decisions of the great majority of...graduating seniors...to attend college;" the availability of such opportunity proved to be insignificant in comparison with other variables: the student's scholastic ability, parents' educational attainment, or type of father's occupation.
2. Communities having public collegiate institutions "yielded" a larger over-all proportion of college-bound high school graduates than those communities

without such facilities, but the "yield" difference amounted to only 4.5 per cent.

3. For a **small segment** of the graduating seniors intending to enter college, the local availability of a collegiate institution was crucial to post-high school plans. These students, data showed, ranked markedly lower on the author's socio-economic scale than seniors reporting that the presence of a college did not matter in their plans. However, the difference between the two groups in scholastic ability was slight.

Other surveys regarding the effect of a local college on post-high school education decisions have been conducted; in 1962 the Coordinating Committee staff summarized the results of five such investigations:

"there was no definite evidence that the proximity of a college to the homes of high school students encouraged them to take advanced learning. The presence of a college **alone** does not cause large numbers of resident students to enroll, the surveys state, and it is pointed out that some Wisconsin state colleges would have a relatively small enrollment if they did not attract students from all over the state. The Wisconsin study found that perhaps the extent of urbanization of a community and the educational and income levels of its residents are more important than the presence or absence of a college in the vicinity."

In the opinion of the staff, the available literature indicates that:

1. while proximity of collegiate opportunities should not be ruled out as a factor in the educational directions of Wisconsin high school seniors and may even prove critical for certain groups of students,

2. neither should it be assigned such over-riding importance as to obscure the significance of other variables, or possible alternatives to a plan of further outreach.

Other Variables

With regard to these and other variables, no agency has yet assessed in Wisconsin the impact of expanding programs of student financial aid. Many of the programs are of very recent origin, and it is difficult at this point to analyze their full ramifications. However, in the staff's view, the growing availability of such aids **may be** a considerably more potent determinant of college-going patterns than geographical nearness of a college campus. Obviously, other factors are also relevant, e. g., dormitory space, family background, size and type of the high school attended.

CCHE Paper #53, 1965, is particularly significant because of its explicit recognition of student mobility trends throughout the state:

"there is some evidence that though commuting opportunities are being made available, a substantial percentage of students, when given the opportunity, prefer to live away from home when attending college. It also appears that increasing student freedom resulting from higher family incomes, higher levels of scholarship aid, and the availability of self-amortizing or privately-operated dormitories will enable students to exercise their preference."

Commuting

More complete information on geographical proximity of collegiate opportunities and student mobility patterns could be obtained through detailed studies of: (1) the proportion of students who actually commute to our public colleges (including the centers and developing branch campuses) as opposed to those living in residence, (2) the distances traveled in the large percentage of cases, and (3) the preponderant characteristics of each group.

Student housing data, compiled by the State Universities as part of their first semester enrollment report for 1965-66 and 1966-67, are revealing. (See Table IV)

To be noted, first of all, is the sizable majority of full-time students who live in either university or private housing: about 74 per cent in 1965-66, and 75.5 per

Table IV

Residence of Students at the Nine State Universities

Full-time Students (8 credits or more)	Semester 1 1965-66		Semester 1 1966-67	
	No. of Students	% of Total	No. of Students	% of Total
University housing	15,650	43.9	20,233	49.9
Private within 15 miles	10,604	29.7	10,380	25.6
Own home or home of parent or relative within 15 miles	6,302	17.6	6,297	15.6
Commute beyond 15 miles	3,136	8.8	3,416	8.4
Unknown	—	—	205	0.5
Total	35,692	100.0	40,531	100.0

cent in 1966-67. (The proportion residing in dormitories rose sharply between 1965 and 1966 – six percentage points.) Particularly significant in terms of our study is the relatively small and apparently declining segment of students living in own home or that of a parent or relative within 15 miles, or commuting beyond 15 miles: 17.6 and 8.8 per cent respectively in 1965-66, and 15.6 and 8.4 in 1966-67.

Clearly, the inference to be drawn is that many or most State University students, for a variety of reasons (greater financial resources, attraction of a particular program, etc.), seem to prefer living in residence to commuting while receiving their education. It might be argued, of course, that certain students are forced to attend college away from home because of the absence of educational opportunities in their own community. Yet, cases of this type are probably infrequent, given the wide geographical dispersion of present or planned collegiate facilities in Wisconsin.

Relationship to Educational Quality and Cost

Thus far, geographical accessibility of higher educational opportunities has been discussed with sole reference to students served; in addition, one must consider the relationship between the geographic factor and educational quality and cost. The basic query is this: what are the effects in terms of program depth and breadth and costs per student of spreading publicly-supported collegiate opportunities "widely over the State. . . ?"

CCHE Paper #56, 1962, spelled out the guidelines for measuring potential enrollments for two-year units of the University of Wisconsin and State Universities – namely, annual high school graduate pool requirements. In large part, these high school graduate concentrations were determined according to best estimates of the minimum number of students needed to support a high-quality freshman-sophomore curriculum: 200 to 250.

At the present time, all public two-year liberal arts facilities easily meet this former criterion, except the Barron County Branch Campus, which opened with 116 first-year students in September, 1966. However, the depth and breadth of offerings at the University Centers seem to vary with the size of the enrollment base involved, as Table V below indicates.

In general, it would appear that a correlation exists between enrollment size and the scope of a center's curriculum. Green Bay, for instance, with the largest 1966-67 student body, offers 31 first semester subject areas and a total of 90 courses, whereas for Marinette, the smallest center in the system prior to this year, the figures are 21 and 40 respectively. We immediately note certain deviations, of course: Racine, with the second highest number of students, shows **less** program depth and breadth than any one of the campuses at Kenosha, Menasha, and Marathon. Quite simply, these deviations mean that student enrollments, though fundamental in any consideration of program quality, are not the sole determinant of curricular range and depth; other factors, which the staff is now exploring, must be taken into account.

Table V

Enrollments and Number of Subject Areas and Course Offerings at U.W. Centers First Semester, 1966-67

Center*	1966 Enrollment	No. of Subject Areas	Total No. of Courses Offered
Green Bay	997	31	90
Racine	779	24	66
Kenosha	724	26	78
Fox Valley (Menasha)	647	27	78
Marathon (Wausau)	591	25	68
Sheboygan	447	23	51
Manitowoc	370	22	52
Marshfield	342	22	42
Marinette	314	21	40

* The Waukesha and Rock County centers, having launched their programs only this fall, are excluded from this analysis.

In addition, there is wider variation among the centers in number of courses taught during a semester than in number of subject areas. Each two-year unit provides a "core curriculum" in the natural sciences and mathematics, the social sciences, the humanities, and selected pre-professional fields: a minimum of about 21 areas (not including Janesville and Waukesha). Moreover, the courses are identical or very similar in content to those offered on the UW, Madison and Milwaukee campuses. However, while a center student is assured of a **minimum** level of program offerings, he undoubtedly enjoys greater freedom of choice or broader opportunity at certain centers than at others; e.g., Menasha vs. Marshfield, simply because he has more subjects available to him at a campus like Menasha as opposed to Marshfield. Upon completion of his 2-year program, is he then better equipped in terms of credits earned to transfer directly into the junior year at a 4-year institution?

In light of the above analysis, this **general** conclusion seems appropriate: the greater the enrollment at a public two-year collegiate campus, the greater the range and depth of its curriculum.

Since program quality and quantity appear to be, in large measure, a function of student enrollment or demand, the staff is now reviewing criteria for public two-year institutions in other states.

Not only are we concerned with program depth and breadth, but with per-student costs as well. Specifically, how does the average instructional cost per student at the centers compare with that for UW, Madison and Milwaukee? Examining Level I (freshman-sophomore) cost data for the two types of campuses, 1966-67, we find an average cost of $505 at UW, Madison, $457 at Milwaukee, and $734 (over-all average) at the centers.

Because the centers enroll much smaller numbers of students, it is hardly surprising that their per-student costs should be higher than those for Madison and Milwaukee. The same cost differential is becoming evident in the State University system with the development of branch campuses. In future months, the comparative cost structure will be studied intensively by the CCHE staff.

Relationship to Economic Growth and Location of New Industry

At times the argument is advanced that placement of a collegiate institution in a community stimulates that area's economic growth by attracting new industry; yet, many objective surveys cast serious doubt on the proposition that availability of higher educational opportunities – at least at the freshman-sophomore level – is a decisive or leading factor in new plant locations.

Obviously, much hinges on the size, nature, and objectives of the firm or industry involved. For a company with a significant research as well as production focus – e.g., a major electronics firm – access to a university may be "extremely important to permit researchers to take graduate evening courses and rub elbows with fellow scientists." But even in this case, higher educational facilities are only one of many factors considered. On the other hand, industries dealing with heavy bulky raw materials or products might be especially interested in rail service, not collegiate education.

One should be wary of the assumption that proliferating two-year collegiate opportunities throughout Wisconsin will by itself materially affect plant location trends in various areas. To justify the establishment of a center or branch campus strictly or primarily on this basis, rather than on educational grounds, seems most unwise.

C. Conclusions and Recommendations

As previously mentioned, the Coordinating Committee in 1963 recommended the establishment of centers or branch campuses at the following sites during the 1965-67 and 1967-69 biennia: Waukesha, Rock County, Rice Lake, West Bend, Baraboo, and Clintonville-Shawano. Certain other communities were designated as "projected" or "possible" locations for two-year facilities beyond 1965-69: Beaver Dam, Richland Center, Tomah, Rhinelander, Lake Geneva, and Fond du Lac. At that time, the CCHE called for continuing review of the potential of each area within the second category.

Since 1963, UW centers have been opened at Waukesha and Janesville, and two additional campuses under University jurisdiction are scheduled to begin operations in 1968: West Bend and Baraboo. Moreover, the first State University branch campus is now functioning in Rice Lake (and will, as the Board of Regents and CCHE envision it, cooperate closely on programming and facilities utilization with the Rice Lake V.T.A. school), and Wisconsin State Universities freshman-sophomore units at Richland Center and Fond du Lac will be enrolling students in 1967 and 1968 respectively. Finally, Rhinelander has been singled out as the location for a "pilot" dual-track institution, offering both liberal arts courses and vocational-technical training (see subsequent section of the plan), and the program scope for the Medford branch campus is now under discussion between the CCHE staff and the State Universities.

Implementation of the outreach plan has significantly broadened public collegiate opportunities for Wisconsin students; however, in view of the impressive progress to date, major developments since the adoption of the plan, and other factors considered in this section, **the staff recommends a moratorium on the approval of any new centers or branch campuses.**

In addition, **the staff believes that the firm commitment of the Coordinating Committee to a dual-track operation in Rhinelander eliminates the need at this time for a four-year public university in the northeastern tier of Wisconsin.** According to the most recent estimates, the area lacks sufficient enrollment potential to support a high-quality "University of the North" at a reasonable per-student cost; latest population projections for certain northeastern counties indicate a rather sharp decline between 1960 and 1980 in the number of persons of college age (the 15-19 and 20-24 age groups). Also, the establishment of a University of the North could not by itself be expected to generate substantial economic or industrial growth in the region. Moreover, three State Universities – Superior, Eau Claire, and Stevens Point – already serve the northern and north central areas, and a University of Wisconsin campus at Green Bay will enlarge collegiate opportunities for students living in northeastern Wisconsin.

Therefore, while acutely aware of the higher educational void in the northeastern section of the state, the staff has concluded that the desires of residents for liberal arts and vocational-technical education can best be fulfilled through a public two-year institution combining both tracks. In addition, **the staff recommends that the proposed Rhinelander facility, along with the extension activities of the various systems, become the focal point for a large-scale, coordinated program of adult education and community services in the area.** At the same time, the CCHE should continue to pursue the possibilities of an interstate agreement with Michigan whereby students in northern Wisconsin could avail themselves of public collegiate opportunities in Upper Michigan. (The necessary enabling legislation was passed by the 1965 Wisconsin legislature.)

Finally, **the staff recommends that all needy students, particularly those living outside effective commuting distance of an existing or planned higher educational facility, be guaranteed, through present scholarship and loan programs, the financial resources to choose a collegiate or vocational-technical institution in the state.**

Academic Programs

Pursuant to the legislative mandate in the Laws of 1965, the CCHE will continue to evaluate higher education in Wisconsin in order to determine "what overall educational programs shall be offered in the several units . . . so as to avoid duplication and to utilize to the best advantage the facilities and personnel available." Moreover, "no new educational programs shall be developed or instituted at any institution of higher education except with committee approval."

Dramatic enrollment growth accompanied by the increasing complexity of higher education has prompted curricular aspirations from several segments of Wisconsin higher education. As buildings, budgets, and faculty recruitment should evolve from rather than precede academic planning, criteria for the evaluation of new curricular programs have been developed. CCHE #78, 1966, **Academic Program Criteria and Procedures,** approved by the Committee on October 14, 1966 and discussed later, contains guidelines and pertinent policies through which curricular revisions are considered by the Coordinating Committee. Such procedures are intended to implement imaginative, careful curricular planning and to promote the orderly growth of academic programs in Wisconsin higher education.

Wisconsin continues to endorse and support a wide range of higher educational opportunities dispersed throughout the state and available on the basis of talents and motivation rather than ability to pay. **Insofar as it is consistent with mission and effectiveness, students should not be subjected to geographic or institutional discrimination. Comparable academic programs upon different campuses should receive equitable state support.** Chapter 292 of the Laws of 1965, designed to assure all state residents access to vocational-technical schools, will, when fully implemented, bring Wisconsin close to its goal of providing excellent and diverse post-high school educational opportunities. The range of available and projected programs reflects this educational philosophy.

A. Undergraduate Degree Programs

In 1956, the second public university campus, the University of Wisconsin-Milwaukee, was authorized. In 1964, the nine Wisconsin State Colleges whose academic maturity had accompanied their physical growth were granted university status. The 1965 Legislature authorized two new University of Wisconsin campuses scheduled to receive their first students in 1969. While initially limited to third- and fourth-year collegiate programs, the CCHE staff recommends that a full four-year academic program be implemented by 1975.

Expanded facilities and faculties have provided improved higher education opportunities in Wisconsin. Fortunately, academic excellence and diversity have accompanied the dramatic physical growth, and we face escalating enrollments confident that Wisconsin public higher education will continue to expand with excellence. During the next decade, the major emphasis must be directed toward providing appropriate educational experiences through broadened and strengthened curricular offerings.

Providing a diversity of academic programs in Wisconsin institutions, while at the same time raising the quality standards, will require the concentration of selected courses of study upon a single or limited number of state campuses. Such a diversity of mission will encourage each institution to develop distinctive peaks of excellence while maintaining appropriate, broad, and diverse general curricular offerings. Requests for duplicating curricular concentrations will be critically evaluated in terms of the readiness of the applying institution to undertake the program as well as the impact of such a new program upon similar programs on other state campuses, public and private. Future academic development must emerge from a discriminate evaluation of manpower needs and institutional strengths as related to new programs in teaching, research, and public service.

One of the prime goals of higher education in Wisconsin during the next decade will be the development of institutional peaks of excellence in specialized high-cost academic areas to accompany and enrich a continued concentration upon a wide and diverse curriculum in the traditional academic disciplines on each major campus. Existing institutions should expand and improve the scope and quality of its offerings in the liberal arts, teacher education, and business administration areas where society's needs and student demands warrant duplicating programs. No institution should develop such a high degree of specialization that the academic diversity attractive to students seeking various vocational or personal goals is lost. A basic core of academic programs should exist on all university campuses.

B. Two-Year Institutions

It has been stated that the two-year college by its several names has been the most important educational innovation of the past quarter-century. By 1968, Wisconsin will have established, through joint community-state efforts, a network of 16 branch or center system campuses very similar in their goals to the junior colleges in some states. These 16 two-year institutions, when combined with the 13 existing or authorized public universities and the many excellent private colleges, will provide diverse educational opportunities well-distributed throughout the state. As the liberal arts curriculum of a two-year program must be both broad and excellent to meet the rigorous standards of upper division and professional schools, proliferation of courses and campuses must be avoided until a substantial student enrollment potential on each campus is assured. As the presently authorized campuses will provide maximum efficient distribution of state-supported educational opportunities without dilution of quality, no further expansion of the number of branches or centers should be considered. Expanded liberal arts opportunities can be provided, to communities presently not served, through extension courses or within projected vocational schools or technical institutes where, in selected communities, limited collegiate transfer programs can evolve or be made available on a contract basis in cooperation with the appropriate university.

The common and significant mission of the two-year institution either under University of Wisconsin or State Universities' jurisdiction is to provide high quality, fully transferrable, freshman-sophomore, and associate degree programs to an expanding number of students on a commuting basis. Baccalaureate degree programs in either liberal arts or professional schools require a basic arts and science curriculum during the first two college years. The branch campus or center brings such a common core to Wisconsin communities where a four-year degree program could not be justified.

Generally, the student on a two-year campus has met the same admission and retention standards, is eligible for similar loan and scholarship opportunities, and may take the same courses as a student on any public university campus. Each two-year campus provides a truly collegiate experience with a full range of academic, cultural, and extra-curricular programs. It is expected that the availability of university-level work within geographic and financial reach will encourage an increasing percentage of qualified high school graduates to enroll in college. Such an increase is desirable for both the prospective student and for the state of Wisconsin.

While an integral part of a larger university and sharing the strengths of such an association, the two-year campus retains distinct values. The two-year institutions with their smaller enrollments are student-oriented with greater stress upon classroom instruction, close student faculty contact, and comprehensive counseling services. The total program should focus upon giving the student an opportunity to discover himself – his strengths and his weaknesses. Given such an emphasis, studies indicate that the student transferring from a two-year program does as well as students of comparable ability who start at four-year universities. For many, the completion of a two-year course of study, particularly with an associate degree, may be both terminal and rewarding. It affords the student the considerable values of a two-year liberal arts exposure which may be the most appropriate educational experience for his vocational and personal goals.

The freshman and sophomore requirements for most courses of study are similar, if not identical, and thus duplicating academic programs on each two-year campus becomes desirable. Common liberal arts offerings will assure the successful student on separate campuses ease of transfer to any upper division program or professional school without loss of credits or change of objectives. While the two-year institutions are partially funded through local resources and should respond to community needs in adult education and public service, their major focus will continue to be upon quality lower division courses prerequisite to a broad range of professional aspirations.

Many states have expanded the scope and availability of higher education through the development of comprehensive junior college systems. These dual-track community colleges generally follow admissions policies designed to make higher educational opportunities available to any high school graduate in the state. While Wisconsin's development of two-year branch campuses has provided optimum geographic distribution of higher education and has precluded the junior college development, it has not significantly extended the availability of associate degree, liberal arts and collegiate transfer work except on a special basis to those students ineligible for admission to four-year colleges and universities. The vocational-technical schools admit a wider range of high school graduates as measured by high school rank in class and course of study, but with the exception of students in Milwaukee and Madison, a collegiate transfer course of study is not available.

The CCHE staff recommends that the several two-year campuses and centers, in cooperation with the CCHE and the systems involved, study ways to extend higher educational opportunities by the revision of admissions standards to attract more students, particularly those third- and fourth-quartile high school graduates who might profit from a collegiate experience. Such an expanded "open door" policy on the two-year campuses would make available Associate Degree or collegiate transfer programs to the many Wisconsin students whose high school programs or rank in class would exclude them from the University of Wisconsin, the State Universities, or private colleges. The satisfactory completion of the appropriate two-year academic program at a branch campus should qualify the student for admission to a public university. Because of the administrative orientation to a parent university, the branch campus has given primary emphasis to collegiate transfer liberal arts programs. **Associate Degree programs attractive to students should be stressed as an integral part of the curriculum of all centers and branch campuses as well as in technical institutes and dual-track institutions.** Formalized cooperative efforts among all state public two-year institutions should be established to develop common admissions and retention policies adapted to the needs of students and designed to provide broadened and equal post-high school educational opportunities to all who can profit from them.

C. Graduate Programs

While we experience escalating enrollments at all levels, the most dramatic recent growth and projected demand are for expanded educational opportunities at the graduate level. A national survey indicates that nearly 50% of present freshman classes plan to enroll in graduate schools. Wisconsin higher education not only must prepare for more students, but must enroll these students for longer periods of time in order to provide the number of Master's and Doctoral graduates that will be needed. The University of Wisconsin, Madison continues to maintain its enviable position in the forefront of graduate education by consistently ranking third nationally in the production of Doctor's degrees. However, as the number of institutions offering Doctoral level work in the state is severely limited, the total state picture is less favorable. Statistics continued in Report #1677 of the Higher Education Amendments of 1966 indicate that from 1954-1964 Wisconsin's percentage increase in Doctoral production lagged considerably behind both national figures as well as those of other midwestern states. We must now prepare for the type of expansion in graduate education that we have recently experienced at the undergraduate level.

Wisconsin is indeed fortunate both in its long history and in its recent developments at the graduate level. The University of Wisconsin, Madison, as the state's leading graduate facility and research center, has a distinguished international reputation both in the quality and the quantity of its Doctoral programs. The University of Wisconsin-Milwaukee will continue to implement distinctive, non-duplicating Ph.D. offerings in areas of specialization as well as in needed graduate areas where student demand exceeds the capabilities of the Madison campus. The nine State Universities have initiated successful Master's degree programs particularly designed to meet the critical and continuing shortages of qualified instructional staff for public schools, colleges, and technical institutes.

The objections to program duplication and proliferation at the baccalaureate level are even more compelling in graduate education where per-student costs may be four to six times as high. Graduate work, particularly at the Ph.D. level, requires the research facilities, the depth of library holdings, the faculty strength and established academic maturity that evolves from continuing substantial and successful Master's level programs.

The expansion of graduate offerings is necessary and desirable for institutional development, but must not be attempted without assurance of a high degree of excellence. Understandably, most universities will wish to extend their graduate offerings in response to needs, but in light of heavy demands upon limited budgets, facilities, and faculties, most Doctoral programs will continue to be centered in the University of Wisconsin, particularly upon the Madison campus where the graduate strength in collateral fields and the established reputation for Ph.D. work already exist. Graduate programs built upon established peaks of excellence will develop on the Parkside and Green Bay campuses as strong research-oriented major fields of study become identified at the undergraduate level.

The CCHE agrees with the State College Board of Regents that the State Universities, as instruction-oriented institutions, "should not attempt to duplicate the research facilities of the University of Wisconsin graduate school." The State Universities should strive for appropriate development of Master's degree programs to meet established needs. Such expansion is desirable and should be implemented upon the identification of subject matter areas of concentration. Pursuant to the endorsement of the Coordinating Committee in their approval of CCHE #48, 1966, it is recommended that an amendment to the present law be adopted which would authorize the Board of Regents of State Colleges to award graduate degrees, subject to CCHE approval, in fields other than teacher education. A differential pattern of offerings among the Universities will assure continued high quality while meeting total state needs.

Educational factors including library holdings, research experience and resources, as well as financial considerations, require that Doctoral level graduate work in Wisconsin be concentrated in a few large universities where departmental size and faculty strengths would assure quality programs. While final decisions concerning the approval of post-Master's degree programs on other campuses must await the successful mounting of comprehensive programs at the M.A. and M.S. levels, growing needs would indicate that large, strong, rapidly-growing institutions such as Wisconsin State University-Oshkosh be evaluated in terms of their Doctoral potential in areas of outstanding strengths. WSU-Eau Claire, because of its academic strength, its geographical location and wide service area, might also develop Doctoral programs in selected fields. Other State Universities with established reputations in specialized fields, should concentrate their advanced graduate curricular development in the areas of recognized excellence. The critical and expanding need for qualified instructional staff for technical institutes requires the early development of a Doctoral program in technical education in an institution such as Stout State University.

To capitalize upon curricular specializations on the several campuses and to extend the availability of needed graduate programs – particularly in education – the University of Wisconsin, in cooperation with the State Universities, is urged to consider the development of cooperative Doctoral programs in appropriate areas of specialization. For example, some Ph.D. level work in mathematics might be considered for an institution such as La Crosse to help meet the industrial needs of the area. New programs will be carefully evaluated in light of societal needs and institutional capabilities in accordance with criteria and procedures as outlined in CCHE Paper #78, 1966.

D. The Vocational, Technical, and Adult Education System

As used by the State Board of Vocational, Technical, and Adult Education, the term "vocational education" refers broadly to all formal instruction for youth and adults, at the post-high school and "out-of-school" levels, which "prepares individuals for initial entrance into, and advancement within, an occupation or group of related occupations." **Technical education,** in turn, is defined as that facet of vocational education which equips the student for mid-management or "semi-professional" (technician) careers requiring a more rigorous theoretical background in science and mathematics, and more exacting skills. **Adult education** can be characterized as instruction of a vocational, technical, or general nature, designed for adults not enrolled in elementary or secondary schools. Finally, **general education** is of three types: (1) courses in support of vocational and technical programs (the most prevalent type), (2) a terminal sequence for self-enrichment, and (3) a liberal arts transfer curriculum (Milwaukee and Madison).

Underpinning the Wisconsin V.T.A. system is this basic philosophy: (1) educational opportunity of highest possible quality should be provided for all people in the state; (2) educational programs should be geared to diverse and changing student needs; (3) the elementary and secondary schools and the collegiate institutions cannot satisfy all educational needs; (4) training for productive employment is one of the paramount needs – such instruction not only enables the individual to earn a living in a socially useful manner, but is vital to the total prosperity of the state, and (5) the strength of the nation hinges in large measure upon the productive capacity and resourcefulness of its citizens.

The State Board of Vocational, Technical, and Adult Education is empowered by statute to control "all state aid" allocated to V.T.A. schools, and to determine "the organization, plans, scope, and development" of V.T.A. education. Currently, the Board exercises supervision over the programs of 63 V.T.A. schools, 22 of which are evening schools exclusively, 26 day and evening schools, and 15 technical institutes. In addition, vocational agriculture and vocational homemaking programs in the high schools fall within the purview of the Board.

Since the overriding aim of the V.T.A. system is to furnish a broad spectrum of educational opportunities for individuals throughout their lifetime, program offerings are varied and extensive:

(1) Two-year Associate Degree programs
(2) One- and two-year vocational-technical programs
(3) Apprenticeship programs
(4) First- and second-year college parallel programs (at two schools)
(5) Numerous other educational services: general continuation; occupational extension; adult education of a civic, cultural, and vocational nature; adult high school; adult counseling and guidance, etc.

Two-year Associate Degree and college parallel offerings are a primary concern of the Coordinating Committee, since it is charged by law with determining "the collegiate transfer and technical education programs" of the V.T.A. schools. In March, 1966, the Committee recommended that these educational values be imparted to the Associate Degree technical student:

(1) the ability to sustain himself and his family financially after completion of the program; (2) the ability to use cognitive skills to solve difficult occupational and life problems, and (3) a learning experience which: (a) piques the student's curiosity about the world around him and stimulates him to seek additional knowledge following graduation; (b) furnishes him with the ability to gain that knowledge at other higher educational institutions, and (c) exposes him to values acquired from other kinds of education.

To implement these goals, the CCHE adopted, or reaffirmed, these policies:

(1) Under Chapter 292, Laws of 1965, vocational-technical programs and liberal arts transfer opportunities should be offered in combination at selected locations in the state. (See later section on dual-track institutions.)

(2) The CCHE and the SBVTAE should encourage the University of Wisconsin and State Universities to enter into agreements with the Vocational, Technical, and Adult Schools to allow maximum transferability of earned Associate Degree credits to public university programs.

(3) The over-all instructional quality of general education courses for vocational-technical students should be equal to that of the liberal arts transfer offer-

ings, and in addition, the student should be provided with sufficient general education options to enable him to round out his vocational or Associate Degree course of study.

In Associate Degree program development, the following procedures and criteria are employed: (1) a school desiring to offer a new program submits its proposal to the State Board, where it is reviewed by the Board staff with a state advisory committee; (2) the State Director notifies the school in writing as to the advisability or inadvisability of its proceeding with a full study of the school's capacity to establish the program; (3) a report embodying information on need, institutional resources, funds, and services is then prepared by the school and Board staff and forwarded to the State Board; (4) the Board, if it acts favorably on the program request, transmits it to the CCHE with recommendation for approval; (5) in its second year of operation the program is evaluated, and if the results of the quality evaluation are affirmative, the State Board authorizes the school to grant the Associate Degree for the program, subject to CCHE endorsement. In essence, this procedure allows the Coordinating Committee to take action on **both** the initiation of a new technical program, **and** the authority of a school to award the Associate Degree for a program already under way.

It should be emphasized that programs are developed in response to thoroughly established local, regional, statewide, and national needs so as to avoid unnecessary proliferation or duplication of curricula. Continuing responsiveness to changing needs is assured through close working relationships with occupational advisory committees, joint apprenticeship committees, various ad hoc program development groups, and the Wisconsin State Employment Service. The Employment Service provides labor force and occupational data, and conducts area and statewide surveys, while the State Board and local schools carry on their own studies of local employment needs.

In many cases, of course, cooperative surveys are undertaken. Requests for such studies come from a variety of sources: administrators, faculty, curriculum personnel, employers, labor unions, business and industrial associations, and the like.

Vocational-technical programs are offered in six basic occupational areas:

Trade and Industry
Business and Distributive
Graphic and Applied Arts
Health and Service
Home Economics and Home Economics Wage-Related
Agriculture and Agriculture Wage-Related

As mentioned earlier, 15 schools are classified as technical institutes on the basis of their accredited Associate Degree programs. The accompanying table (Table VI) reveals the scope of each institute's technical offerings; Milwaukee has the most comprehensive Associate Degree curriculum, followed by Madison (ten programs); Green Bay, Kenosha, and Wausau (seven each), and Appleton and Eau Claire (six each). In addition, other schools are moving ahead rapidly. The technical programs range from accounting, electronics, marketing, mechanical design, and secretarial science – offered at most of the 15 schools – to commercial art, construction technology, highway technology, etc., offered at only two or three schools.

In the development of V.T.A. districts (See Section VIII – Vocational Schools), it is essential that vocational-technical programs of sufficient **depth** and **breadth** be provided. Specifically, each district should strive to offer curricula in **four** of the six subject areas of vocational-technical training mentioned earlier (program **depth**), and a range of programs within **each** of the four areas (program **breadth**). This approach should enable the district to meet local and regional needs – particularly to specialize in areas of greatest need and demand – and to accommodate varying occupational and skill levels in the community.

Program Plans

Through continuing contacts with the Employment Service, advisory committee labor and management organizations, and numerous other groups, the State Board and V.T.A. schools attempt to keep abreast of manpower trends, to anticipate new program needs, and to revise or update existing curricula as necessary. For the immediate future, these program developments are envisioned:

Table VI

Associate Degree Programs Offered at Vocational-Technical Schools

X – Two Year Associate Degree Program

E – Two Year Program, To Be Evaluated for Associate Degree in 1966-67 Year

	Accounting	Air Conditioning	Architectural	Automotive	Business Administration	Chemical & Metallurgical	Commercial Art	Computer Technology	Conservation	Construction Technology	Consumer Credit	Data Processing	Dental Laboratory	Diesel Technology	Electronics	Fashion Merchandising	Finance	Fire Technology	Fluid Power	Highway Technology	Land Surveying	Marketing	Mechanical Design	Mechanical Production	Medical Assistant	Numerical Programming	Office Mid-Management	Petroleum Marketing	Photography	Photo-Instrumentation	Police Technology	Power Technology	Printing & Publishing	Real Estate	Restaurant-Hotel Cookery	Secretarial Science	Structural Drafting	Technical Engineering	Telecasting	General Education
Appleton	X											X			X							X	X													X				
Eau Claire	X	X										E			X							X	X													X				
Fond du Lac	X																					E		X		E						E				X				
Green Bay	X									X		X								X		X	X													X				
Kenosha	X											X				X			X			X	X													X				
La Crosse	X			E											X							E	X													X				
Madison	X			X	E	E	X					X			X	X				X	E	X	X				E	E								X	E			E
Manitowoc	X																						E													X				
Milwaukee	X	X	X	X	X	X	X	X		X		X	X	X	X		X	X	X	X		X	X		X				X	X	X		X	X	X	X	X	X	X	X
Oshkosh	X			E	E				X													X	X													X				
Racine	X									E					X							X	X	X													E			
Sheboygan	X														X							E	E													X				
Superior	X														X								X													X				
Waukesha															X							X	E											E						
Wausau	X		X								E	X			X							X	X													X				

1. Business and Distributive Education

Under this heading, additional "occupational-mix" curricula – programs embracing more than one field – are in the planning or implementation stages, for instance, banking, insurance, florist work, petroleum marketing, and real estate. A leading example is the florist program initiated this fall; second-year students may elect one of two tracks: a concentration in plant propagation, soils, turf growing, and landscape work, or a business management and sales option. Moreover, a number of schools are introducing programs in fashion merchandising, court and conference reporting, medical secretarial work, office mid-management, food merchandising, and credit management.

2. Trade and Industry Education

In the trade and industry area, twelve new technical programs were approved for the Associate Degree within the past year, and 25 schools have been designated to offer full-time training opportunities in such subjects as architectural aides, industrial architecture model making, instrumentation, civil technology, chemical technology, dental and dental laboratory assistants, power mechanics, and numerical control. New fields being explored include: rural and urban planning, solar energy, hygiene, radiology, sanatorium work, optics, two-year registered nursing, automated drafting, and others.

3. Home Economics Education

The home economics field is taking on a service dimension outside the home, as these examples indicate: institutional foods, clothing and textiles, interior decoration, and certain health service occupations. A survey is now in progress to identify needs that can best be met through home economics programs. One significant area under study is the training of assistants for professional home economists employed by business and industry.

4. Agriculture and Agriculturally-Related Education

Training in this category has been extended to areas other than production; for instance, a new post-high school program in horticulture with a retailing option was launched this fall at the Kenosha Technical Institute. Other program offerings being considered are: farm credit, dairy and food processing, agricultural mechanics, dairy plant technology, conservation and forestry, business management and marketing, and additional training fields with a processing or distributive focus.

The program areas outlined above are generally congruent with manpower need projections. Both the State Board and the Coordinating Committee recognize that in long-range program planning for the V.T.A. system, constant assessment of industrial and labor force trends is imperative to insure the "meshing" of program developments with present and future occupational requirements. Among the many factors to be analyzed are: the expansion or decline of specific industries and employment fields, changes in job descriptions, and worker mobility patterns.

Given the critical nature of future labor force needs in Wisconsin and the rapidly increasing student demand for vocational-technical training, the staff believes that expansion of Vocational, Technical, and Adult programs should be assigned high priority. (See Recommendation in Section VIII.)

E. Extension Services

The knowledge explosion, the changing occupational market, the shift in age patterns, the increase in leisure time, and the resultant escalating enrollments in formal higher education have prompted an accompanying dramatic upturn in the public demand for adult education and extension services. Mobility from dead-end or discontinued occupations requires continued educational opportunities. It is estimated that currently one out of five adults is engaged in some systematic effort to acquire new knowledge and skills. All studies indicate a continued acceleration of requests for comprehensive and varied courses and extension-sponsored activities.

The "Wisconsin Idea," the title ascribed to the wide and effective University of Wisconsin extension services, is exemplified in the efforts of all higher education in the state to meet the many requests for instruction, research assistance, and public service from labor and the professions, from agriculture, business, industry, and government.

The University of Wisconsin Extension richly deserves its national reputation for full, effective, and far-reaching participation in service to the state and nation. In 1965-66 alone, the Cooperative Extension consulted with 507,462 individuals and 53,959 organizations, distributed 2,421,620 publications to the public, and gave 21,350 radio broadcasts and 1,539 telecasts. The nine State Universities have for many years served a vital function through their extension programs directed mainly to upgrading the professional qualifications of Wisconsin teachers. The private colleges have expanded their educational services to adults, and the vocational-technical schools offer extensive programs adapted to the changing demands of the Wisconsin economy, and designed to train or update Wisconsin residents in a wide range of needed occupational skills.

As the number of agencies prepared to meet extension needs increases, state coordination of the available educational resources becomes desirable if maximum service is to develop with a minimum of waste and duplication. A clear delineation of respective institutional roles and the assignment of prime areas of educational responsibility for the extension function should be established. Competing programs must be avoided through the statewide coordination of systems and institutions participating in providing extended services. A potential conflict of interest and effort is apparent in the multiple development of industrial, business, and service occupation-oriented programs by the Vocational, Technical, and Adult Schools, the State Universities, and the University of Wisconsin. The state resources presently involved in extended services will not be sufficient to meet the projected demand. **Each state institution should develop nonduplicating extension services most appropriate to its strengths. Action programs, designed to meet the critical needs of the educationally, culturally, and economically underprivileged and the occupationally displaced, must receive highest priority.**

While further expansion of cooperative efforts is required to strengthen statewide services, inter-institutional cooperation in extension already exists through joint appointments, cooperative use of specialized staff and facilities, and a state council on extension functions. Recent state coordination of joint programs funded under Title I demonstrates the potential for cooperative ventures.

The University of Wisconsin and its several branches, when combined with the resources of the State Universities and the vocational-technical institute, could provide the geographical distribution and the range of specialized faculty and facilities required to establish a statewide program of excellent and diverse extension services. Such a program should receive a high priority in state educational planning.

To promote expanded and nonduplicating extension services throughout Wisconsin, it is recommended that the State Advisory Committee on Extension be reactivated and expanded to include representation from the CCHE staff and all state higher education agencies participating in extension work. The statutory responsibility of the University of Wisconsin Extension Division should be recognized and coordinated with the unique contributions of the State Universities and the Vocational, Technical, and Adult Schools.

Correspondence

As society has created an insatiable demand for continuing education, organized correspondence and independent study seek to extend the values of education to those individuals unable to come to a campus or attend organized extension courses. Correspondence courses originally approved by a faculty resolution at the University of Wisconsin in 1891 remain an integral and vital part of University Extension services. Through the postal service and a range of other communications media, a far-flung student body can be reached regularly and systematically without traditional campuses or classrooms. Recording tapes, records, radio, TV, films, and slides are now used to back up the traditional "learn-by-mail" lesson.

Enrollment increases in University of Wisconsin correspondence study have roughly paralleled that of resident undergraduate enrollments with 11,129 correspondence enrollees in 1966 in comparison to 5500 ten years earlier. Four hundred forty-seven courses are available through correspondence: 212 for college credit, 144 adult non-credit, and 91 for high school credit. In addition, the University of Wisconsin Extension conducts on a contract basis the worldwide USAFI correspondence program. The clientele for correspondence study comes mainly from adults whose major responsibility is the care and support of families, but who wish to continue their education. Such independent study programs also serve college and high school students and dropouts, long-term hospital patients, prisoners, the elderly, and members of the armed forces.

A major and unique strength of correspondence courses is that they can be individualized to any academic level or subject matter and progress can be adapted to the time schedule of the student. A wide range from literacy training programs to college degree level courses are conducted through extension-sponsored correspondence courses.

An experimental program, AIM (Articulated Instructional Media), conducted through U.W. Extension in cooperation with State Universities and center campuses, seeks to expand independent study opportunities through the use of the new technology in audio-visual equipment. Living in a society committed to the values of continuing education, increased opportunities in independent instruction must evolve. The nature of correspondence study, however, limits the value of competitive participation by the several state higher educational agencies in this function. Cooperative ventures in independent study programs have been initiated and should continue.

A diversity of patterns of financial support is required for the funding of extension and correspondence work. Some programs can be supported by those served. Some, such as action programs aimed at helping to solve social, financial, and educational problems of depressed urban neighborhoods and rural areas, must be wholly supported by local, state, or Federal funds, or private benefactions. Fees for college credit work in correspondence or special classes should not exceed those for similar on-campus work. Development of extension programs must be governed by the needs of the people of the state, not by the ability of the programs to support themselves financially.

F. Inter-Institutional Cooperation

One of the consequences of the recent explosion of knowledge has been the consolidation of smaller educational units to provide the specialized facilities and faculties required to deal with the sophisticated and changing concepts of modern education. While a significant increase in the number of junior college-type branch campuses has taken place, Wisconsin has also witnessed a dramatic escalation in enrollments at its public universities. A large comprehensive university is best able to meet the diverse qualitative demands of higher education at a high level of competency and at acceptable levels of per-student cost. However, even the large university must not attempt to be all things to all students and cannot maintain the library holdings, the specialized facilities and staff required to meet all educational needs. Because of the continued increase in the complexity and depth of human knowledge, higher education is placing a greater emphasis upon arrangements whereby the separate strengths of several universities might be cooperatively shared. The central purpose of such coordinated efforts is to improve the quality of the higher educational experience, but such arrangements can also eliminate duplication and the consequent waste of limited resources.

The 1965 Legislature authorized the CCHE, subject to Joint Finance Committee or Board on Government Operations approval, to enter into interstate compacts whereby educational opportunity might be increased or quality improved. An example of the former would be a reciprocal fee-waiver arrangement with Michigan which would increase the educational opportunities for Michigan residents near Menomonee, Michigan, and Wisconsin residents from the Hurley area. The CCHE staff will continue to explore and encourage such compacts with neighboring states.

The Committee for Institutional Cooperation is an example of a successful interstate compact among Big Ten schools to enrich the curriculum of the students of the participating schools. Through this program, an exchange of students is encouraged which enables students to spend a semester or year on another campus capitalizing on the distinctive academic strengths of that institution. **A similar intra-state student exchange plan should be developed in cooperation with the institutions and systems to enrich the educational experiences of qualified students enrolled in Wisconsin universities.**

While the list of current intra-state cooperative programs among higher educational systems in Wisconsin is modest in its influence on large numbers of students, it is nevertheless indicative of a favorable climate for the development of further projects as well as the expansion of present efforts. Most of these projects now involve only a limited number of institutions, but there appears to be a growing consensus that with some leadership and statewide support, cooperative efforts will multiply and contribute to common goals of excellence, diversity, and efficiency in Wisconsin higher education.

A representative list of ongoing intra-state cooperative efforts between two or more institutions which have experienced some measure of success would include:

1. Limited inter-library loan privileges
2. Limited sharing of staff for special courses or in-service programs (agriculture, vocational-technical)
3. Limited sharing of facilities in selected areas (student unions, food services, physical education facilities, libraries, special laboratories, planetarium)
4. Limited cooperative efforts in specialized student services (high school career days, financial aid information, admissions policies, guidance and counseling services, testing programs)
5. Transfer of credit agreements between selected vocational-technical schools and selected universities
6. Joint adult education councils in several communities having both vocational-technical schools and universities or branch campuses
7. Cooperative M.S. programs in educational administration between University of Wisconsin and State Universities at Stevens Point and Eau Claire
8. State committees in selected fields to assist in program development, transfer policies, curricular innovations, etc.
    a. Special Education (University of Wisconsin, Cardinal Stritch, Eau Claire, Oshkosh, and Whitewater)
    b. University of Wisconsin Research and Development Center assistance to State Universities
    c. University of Wisconsin Center for Studies in Vocational and Technical Education
    d. Summer United Nations seminar for University of Wisconsin and State University students
    e. Migrant literary program (University of Wisconsin Extension, UW-Milwaukee, SBVTAE, Stevens Point)
    f. Engineering Education Improvement Committee (established by CCHE in 1960 to assist in transfer procedures between University of Wisconsin and State Universities)
    g. Law School Advisory Committee to improve articulation between pre-law students in State Universities and University of Wisconsin
9. Cooperative use of WHA radio and TV facilities and technical consulting services
10. University of Wisconsin-Marquette nonprofit corporation to fund medical research and weekly general medical seminars
11. University of Wisconsin-State Universities cooperative efforts in securing Title I Federal funds for community service problems

Including the major technical institutes, there are more than 50 public higher education institutions in Wisconsin, each with certain distinctive human or physical resources. The CCHE staff continues to support the position that wherever appropriate, every effort should be made to expand the availability of such distinctive features. Further, the Coordinating Committee staff supports coordinated physical facilities and campus planning where two or more public institutions are established in a single community.

The CCHE staff recommends the expansion of the concept of inter-institutional cooperation and urges the early consideration of more comprehensive programs in several areas of statewide interest.

In the field of library and library services, recent innovations in retrieval and communications systems could be utilized to make specialized library holdings of a single institution available on any campus in the state. Library holdings found at the University of Wisconsin, Madison could not be duplicated even if unlimited funds were to be available. While there is need for some duplication in each library, individual libraries have acquired unique titles and areas of strength. A coordinated statewide system, linked by a telecommunications network and tied to a central computer center, could handle much of the acquisition, cataloging, and book processing as well as making the library resources of all institutions available to any other library. **While such equipment is not now available to Wisconsin higher education, the CCHE staff requests an early review of the application of such methods to future library development.**

The University of Wisconsin hopes to develop on the Madison campus a computer installation unparalleled at any other educational institution in the country and with an operational capacity sufficiently great to meet major higher educational requirements for large scale computing capability. The CCHE staff supports the position stated by the University of Wisconsin in an administrative memo that "the expansion of the University of Wisconsin Computer Center's equipment capability provides an excellent opportunity for inter-institutional and inter-system cooperation." **The staff recommends that review be made to see if the computer capability now being planned for Madison can be extended throughout the state, thus providing a major improvement factor to all of Wisconsin's public higher education while achieving long-range economies. While the availability of this research and teaching facility is still some time in the future, a coordinated state effort in the development of this vital function is suggested.**

One of the persistent problems in Wisconsin higher education with its several systems and traditions of campus autonomy is the difficulty of transfer between institutions of the same or different systems. One important factor in the decision to provide higher educational opportunities throughout the state was that a student could pursue at least part of his collegiate experience on a commuting basis. This philosophy, which is supported by the CCHE staff, becomes subverted if a student is in any way penalized for beginning his higher education at an institution other than the one where he later expects to matriculate. Different admissions requirements in terms of either rank in class or specific high school academic prerequisites unduly complicate the articulation between the major universities of the same or different systems. **The CCHE staff recommends that a statewide committee representing the University of Wisconsin and the State Universities be formed to clarify and set appropriate admission and transfer policies and practices for all two-year campuses as well as for the major university campuses. Such a committee should also be asked to make recommendations concerning possible duplication and dispersal of resources in high school career days, pre-college testing, resident hall applications, financial aid procedures, probation and drop policies. Serious consideration should be given to standard admission forms and some central state clearance of all freshman applications to minimize the impact of double enrollments upon state educational planning.** It should be emphasized that the purpose of such coordination is to better serve the student and the institutions through improved articulation. No interference with the student's freedom of choice is implied.

Joint use of residence halls by vocational-technical and university students may be both educationally and financially desirable. Such an arrangement must be part of considered long-range planning and not on a year-to-year basis when empty rooms exist on a particular campus.

Many other programs involving inter-system and inter-institutional cooperation can be implemented as the concept of cooperation in Wisconsin higher education grows. The branch campus or vocational-technical school experience can be enriched academically and culturally through faculty and student exchange, shared fine arts experiences, special artist-in-residence short courses, as well as through inter-library loans and the availability of other teaching aids. The establishment of a state educational television network would provide expanded opportunities for cooperative efforts.

The challenges posed by the continued explosions of knowledge and of students, particularly at the graduate level, will require the total efforts of all Wisconsin higher education. Cooperative efforts at all levels – in research, in teaching, in extension, in public service, and student services – are required. The CCHE staff has recommended the early acceleration of inter-institutional and inter-system cooperation in the interest of quality higher education to increasing numbers of Wisconsin students. **Specifically, committees with representation from the systems and the CCHE should be formalized and strengthened to encourage further cooperative efforts in library and instructional materials, extension, computer applications, research and Federal programs, educational television, admissions and transfers, residence halls policy, and financial aids.**

G. Collegiate Program Criteria and Procedures

In 1960, the Coordinating Committee, charged by statute with determining what educational programs shall be offered in state institutions of higher education, adopted specific criteria for determining the need for new academic programs and for allocating programs to a particular institution. A year later, the Committee decided to consider for approval all new higher educational programs at the level of a major, regardless of the field of study, and requested the University of Wisconsin and the State Universities to furnish the CCHE statements of justification as part of their program proposals.

The Coordinating Committee approved revisions in these criteria and in the procedure for consideration of new educational programs at its meeting of October 26, 1966. The CCHE staff had reviewed criteria and procedures and recommended a number of changes based on these factors: the reorganization of the CCHE in 1965, the need for comprehensive long-range planning, and the anticipated volume of program requests accompanying the development of UW-Green Bay, UW-Parkside, and graduate programs at UW-Milwaukee and the State Universities.

The revised criteria adopted by the Coordinating Committee for determining the need for a new program are:

1. Contribution of the program to the advancement of human knowledge, and/or cultural enrichment
2. Present and projected need for well-trained manpower in the field
3. Desire of students for work in the area and probability of securing a sufficient enrollment now and in the future to insure a reasonable per-student cost

The criteria for allocation of new programs to a particular institution are:

1. Relationship of the new program to the long-range educational plan for the state
2. Relationship of the program to the over-all academic mission of the institution involved and to existing programs offered at that institution
3. Impact of the program on other institutions including the Vocational, Technical, and Adult Schools and private colleges and universities
4. Institutional capability as related to:
   a. Adequacy of present resources in program field: faculty, library holdings, facilities, and equipment
   b. Adequacy of resources in related or supporting fields
   c. Proposed basis for program funding
   d. **Estimated beginning and continuing net cost of the program**
   e. Pattern of program initiation over the past several years, and consistency of new program request with the orderly curricular development of the institution concerned
5. Availability of the program to students who seek work in the area
6. The desirability of attracting students to a particular institution
7. Interest of the administration and staff in the establishment of such a program
8. Interest of citizens in the area

Since a statutory responsibility of the CCHE in program review is to avoid "unnecessary duplication," the staff has attempted a definition of the term; namely, the offering of like programs – particularly those of a graduate or professional nature – by several different institutions under most or all of these conditions: limited student demand, limited need, limited number of faculty specialists in the given field, need for expensive facilities or equipment, and insufficient utilization of plant and faculty resources.

To insure adequate time for full appraisal of new program requests by the Coordinating Committee, the Committee approved the following time schedule:

1. For new programs which the University of Wisconsin or State University system hope to launch in the fall semester (or quarter), specific requests should be forwarded to the CCHE staff no later than February 15
2. For new programs anticipated to begin in the spring semester or in the summer sessions, requests should be received by the CCHE staff no later than August 15
3. Since academic program planning is a key element of comprehensive long-range planning for public higher education, it is essential that the systems inform the CCHE of their major program policy intentions as far in advance as feasible—preferably two years prior to actual program initiation. For long-range planning purposes, it is both desirable and necessary that the University of Wisconsin and State Universities estimate future program requirements on a five- or even ten-year basis where possible, to the end that diverse student needs will be met and budgetary and facilities planning will be integrated with program planning. On the second point it is indisputable that the academic programs offered at an institution should largely determine its physical facility requirements, rather than the opposite.

The staff recommends that in light of the anticipated volume of new program requests from the University of Wisconsin and the State Universities -- particularly in graduate, professional, and specialized fields -- academic program priorities be established for each system over the next biennium. Definition of priorities is essential to the accomplishment of key CCHE objectives and the exercise of creative educational leadership for Wisconsin. Only within the framework of institutional academic missions and program priorities can discrete program requests, in the final analysis, be properly evaluated. Such priorities should be related to the academic strengths of the institutions involved, and should be developed by the systems and the CCHE staff, working in close cooperation through the vehicle of standing committees. Obviously, success in this effort hinges on the full participation of not only central administration personnel but also the faculties and academic deans of the individual institutions.

H. Wisconsin Educational Television System

In 1962, the CCHE was designated by the Governor as the agency responsible for the development of a state plan for Educational Television, particularly as related to the application for Federal matching grants under the provisions of the Educational Television Facilities Act of 1963. A state Advisory Committee was established by the CCHE with representation from all systems of Wisconsin higher education, from the State Department of Public Instruction, and more recently from the commercial segment of television broadcasting.

Proposals to establish a statewide Educational Television system, utilizing Federal support, were submitted to the Legislature in 1963, 1964, and 1966. While no state funding has been provided, there continues to be wide interest in the mounting evidence supporting the contribution that television can make at all levels of education. The Milwaukee Vocational, Technical, and Adult Schools have received two Federal grants to assist the development of ETV facilities and the utilization of television in Milwaukee schools has been extensive and successful.

During the past few months, the CCHE staff has met seven times with the sixteen-member Advisory Committee in an effort to develop an effective state plan that would serve all segments of Wisconsin education, be adaptable to continuing innovations, and qualify for appropriate Federal matching grants.

Several comprehensive studies such as those conducted recently in Minnesota, Iowa, and on a wider level by the Carnegie committee point toward the need for a state plan in Wisconsin. Additional impetus has been provided in the budget message statement of President Johnson which has given rise to optimism concerning increased Federal support for Educational Television.

A bill to establish a state ETV system has been introduced into the Wisconsin Legislature. It reflects several earlier CCHE and Advisory Committee recommendations.

While the CCHE staff and Committee would support many of the features of Bill #82, we suggest that the staff recommendations attached might meet educational needs within a lower state financial commitment. The major differences between the two proposals include:

1. Cost

Assembly Bill 82	$4,300,000
Staff recommendations	2,535,000*

*The net cost to the state is listed as $1,265,000 as matching Federal support for eligible items would amount to $1,200,000. While Bill #82 does not anticipate Federal assistance, the provision to receive such funding is included.

2. Programming
Assembly Bill 82 would provide substantially greater support ($100,000) for the development of instructional materials.

The staff recommendation assumes that programming would be the responsibility of the separate systems involved. A $50,000 interim videotape fund would be provided.

3. Administration
Assembly Bill 82 would establish a reconstituted State Radio Council with broader responsibilities.

The staff recommendation establishes a larger independent commission with responsibility exclusively in Educational Television.

The CCHE staff recommends the endorsement of the attached plan containing the following specific proposals: (either new legislation or amendment to Bill 82)

1. The establishment of a Wisconsin Educational Television Commission.
2. The appropriation of $1,265,000 to implement the proposal during the 1967-69 biennium, assuming Federal support of $1,200,000.

The staff proposal was approved by the State Educational Television Advisory Committee on February 21 and the Plans and Policies Subcommittee with certain minor revisions.

Need
Wisconsin needs a statewide educational television service.

For several years this has been the considered judgment of all major educational interests in our state. The conviction grows stronger as the educational problems in the state and elsewhere continue to mount. Faced with the big push for more and more schooling, the rapid rate at which new knowledge is developing, internal changes and improvements taking place in education, educators must utilize every opportunity to maintain and improve the quality of instruction and its relevance to the rapidly changing age in which we live.

At the level of the elementary school, those in Wisconsin who already have considerable experience with classroom television see in a statewide television service a real opportunity to meet several vital needs. The first is for specialized instruction in subjects as varied as driver education, the new math, the sciences, music and art, English and foreign languages — fields in which it is often difficult, if not impossible, for local school districts to obtain properly qualified special teachers to cover every classroom. In many of these same fields there is also the problem of putting into effect important curriculum improvements, and this can be done instantly when television is utilized instead of waiting until a teacher eventually can attend a summer workshop. School people already using television also cite its usefulness in providing in-service training for teachers. Presently teachers residing in areas where educational television service is available enjoy a distinct advantage over those in other parts of the state. They also point out television's ability to give every student a "front row seat" for a closeup look at an intricate scientific experiment, to let him see and hear Robert Frost himself reading his own poetry, or Pablo Casals playing the cello, or to show farm youngsters what a Milwaukee factory looks like inside, or take a city child into the Wisconsin countryside. These things do not happen in a classroom unless television is there.

Vocational and technical education is playing an increasingly vital role in Wisconsin. Those who at this moment are deeply involved in planning an area complex of vocational schools throughout the state, see in a statewide television service an opportunity to make available to all of these schools a basic curriculum, fitted to particular needs by local participation yet raised in quality by use of carefully prepared and effectively executed TV demonstrations by the state's very best vocational and technical instructors. Beyond this, specialized courses in fields where there is a high degree of teacher shortage could be offered at all vocational schools via TV; basic instruction would come over television and practice sessions and follow-up would then be handled by local instructors. Seminars in vocational and technical education featuring visiting national and international experts could be sent by television to all schools in the state. Also, as in the case of elementary schools, the network would be used for in-service education of teachers.

Our universities are already beginning to make use of closed circuit television instruction to help solve the problems attendant upon rapidly rising enrollments which bring extremely large class sizes in the face of a short supply of well-qualified instructors. Six of the State Universities and both the Madison and Milwaukee campuses of the University of Wisconsin have, or soon will have, operable closed-circuit systems. Other campuses will have them as soon as budgets permit. To these campus closed circuit systems a statewide educational television service would furnish the best possible college-level courses taught by recognized experts, augmenting courses produced locally.

Both the University of Wisconsin and the State University system anticipate that one of their principal functions will be production of televised courses for use by the branch campuses and centers around the state. Thus students in the branch campuses will come into contact with the finest professors available on the several campuses. Large lecture courses presented by the best scholars thus could be presented with local faculty conducting subsequent quiz and discussion sessions. The new Green Bay and Parkside campuses will participate in like manner, both by producing courses when such facilities become available and receiving them from elsewhere. As inter-institutional cooperation grows, it will be possible for several campuses to cooperate in selecting professors to teach certain basic courses, releasing other faculty to give personal attention to either gifted or slow students or to undertake the teaching of other courses. Also envisioned are conference hookups involving originations from various campuses, enabling interchange of ideas between faculty and students on one campus with those on another, cultural telecasts as valuable supplemental resource material, including televising of appearances by distinguished guest speakers, forums, symposiums, concerts, opera, ballet, and special events. Thus the statewide television network would provide to a student anywhere in Wisconsin's higher education system an array of academic and cultural experiences broader and richer than any single campus could offer alone. And as a fringe benefit, the general public and elementary and secondary schools could tune in, too.

Wisconsin also has a long tradition of encouraging the independent student to continue his education. A statewide educational television service would enable our universities to offer courses for college credit to people in their homes, on farms, in offices and industrial plants all over Wisconsin – supplemented by proper counseling and testing at the nearest campus or University Center or by correspondence through Extension faculty. Special kinds of refresher courses and post-graduate education would be offered for doctors, nurses, lawyers, and engineers. These are people whose heavy professional responsibilities do not allow them to get to any campus – but television is available to them anywhere.

Beyond these groups who are vitally interested in continuing their education stands the great body of our Wisconsin citizens who are too involved with daily responsibilities to enroll in a campus course, but who must face the increasingly critical decisions of life in a democracy. Our government cannot function without a properly informed and alert body of citizens, but our people cannot be good citizens unless they are provided with a way of widening their horizons and deepening their understanding of public problems. The responsibility to reach these people, to stir their minds, must be shouldered by higher education. Yet our universities can no longer put enough workers in the field to seek out these people in small groups. The only answer is to make it possible to communicate directly with these adults in their homes. A statewide educational television service would provide an opportunity to sharpen the awareness and extend the knowledge of the average Wisconsin citizen by such program efforts as the following:

(1) Citizenship education dealing with public affairs such as highway safety, air and water pollution, urban problems, juvenile delinquency, welfare, rising crime, mental health.

(2) Special programs for low-income families and marginal cultural groups. These people are unlikely to approach a campus, but have a television set which plays a large role in their daily lives. Television may offer the best, perhaps the only means of serving their needs.

(3) Agricultural and industrial institutes and workshops, built around televised demonstrations relayed statewide with local follow-up by Extension staff.

(4) Child guidance and parent education.

(5) Health and physical fitness.

(6) Continuing education for women.

(7) Self-improvement; re-training of those displaced by changes in our industrial or economic patterns, training for greater leisure in retirement, cultural betterment.

A statewide television system offering credit and non-credit courses backed by the personal effort of trained faculty members and specialists on every campus and in every county of the state would provide our people with a modern educational communications facility appropriate to the pressing needs of today's changing world.

These, then, are some of the more important reasons why the various educational institutions of Wisconsin are united in their conviction that we need a statewide educational television system.

Basic Principles

As the result of many months of discussion among representatives of educational interests, the following principles are suggested as a basis for statewide educational television planning:

(1) The ultimate objectives of a statewide educational television system must be to serve all segments of education and all segments of the state's population as their needs dictate and as those needs may change from time to time.

(2) All sectors of the state's formal educational complex together with several spokesmen for our citizenry at large should participate in the making of policy with respect to statewide educational television.

(3) No single existing educational institution or agency, acting on its own, can properly coordinate statewide educational television, since each has its own special objectives and its own constituents to serve.

(4) Therefore, there must be established a representative policy-making and coordinating entity as a general guardian of the interests of the people of the state in educational television as a public resource of great value.

(5) This new entity must be conceived and set up as an educational service agency of the state rather than becoming another separate and competing educational institution itself.

(6) Programming and program production for a statewide educational television system must remain the prerogative of the educational institutions themselves. The policy-making body should establish appropriate procedures for coordinated planning of program production, for scheduling the use of the network facilities, and should encourage the planning and funding of additional production centers at various locations throughout the state. However, actual program production for either instructional or general uses should be undertaken by the state's various educational institutions and other appropriate agencies under the guidance of their own faculties and in cooperation with their own communication arts

specialists. Funds for the planning, development, and production of such television programs, including monies for faculty compensation as well as the cost of construction and operation of the physical facilities, should be provided within the various institutional and agency budgets.

(7) Based on the prevailing opinions of those who now are operating state television networks in other states, and considering the many developments (technical and otherwise) which seem likely to have some effect on networking in the future, it is the firm recommendation of the TV Planning Committee that at this point in time, the state would be wiser to lease interconnection facilities than to construct its own system.

Guided by these principles, and in consideration of the many pressing needs which a statewide educational television system would serve, we submit the following proposal to the Coordinating Committee for Higher Education with the recommendation that its substance be embodied in legislation without further delay.

Proposal

We recommend that the Legislature act to authorize and establish a nonprofit governmental body to be known as the Wisconsin Educational Television Commission. The Commission shall issue reports and recommendations to the CCHE, the Legislature, and the Governor.

The Commission shall act as a representative policy-making and coordinating agency. It shall consist of 21 members, 14 representing educational institutions and agencies, 6 members-at-large to be appointed by the Governor, and one official representative of the Governor.

Of the 14 members representing education, the following arrangement is suggested:

2 from the University of Wisconsin
2 from the State Universities
2 from vocational education
1 from private colleges
1 from State Department of Public Instruction
5 from local school districts: one school board member, one school administrator, and three classroom teachers
1 from private/parochial schools

Of the 6 members-at-large, it is suggested that one might be from the libraries or historical society, one might be from organizations active in education and school affairs such as P.T.A., one might be a commercial broadcaster, one a publisher, one from the legal profession, one from the corporate or business field.

The Commission shall be empowered to receive and disburse governmental (state and Federal) and private funds, to engage or contract for such personnel and operating staff as may be needed to carry out the following duties:

(a) To initiate, develop, and maintain a comprehensive state plan for the orderly operation of a statewide educational television system which will serve the best interests of the people of the state now and in the future;

(b) To work with the educational agencies and institutions of the state as coordinator of their joint efforts to meet the educational needs of the state through television;

(c) To furnish leadership in securing adequate funding for statewide joint use of television for educational and cultural purposes;

(d) To lease, purchase, or construct television facilities for joint use, such as network interconnection or relay equipment, television mobile units, or other equipment available for statewide use;

(e) To apply for, construct, and operate television transmission equipment in order to provide broadcast service to all areas of Wisconsin;

(f) To establish and maintain a continuing evaluation of the effectiveness of the joint efforts of all participating educational institutions in terms of jointly established goals;

(g) To act as a central clearing house and source of information concerning educational television activities in Wisconsin, including the furnishing of such information to legislators, offices of government, educational institutions, and the general public.

We further recommend the following plan for immediate development of a statewide educational television system and the appropriation by the Legislature of the funds necessary for its completion during the 1967-69 biennium:

(1) File applications after appropriate engineering studies and feasibility surveys for the construction and operation of noncommercial educational television transmitters as follows:

Channel 20 in the vicinity of Wausau: serving especially the State University at Stevens Point, the Wisconsin Centers at Wausau (Marathon) and at Marshfield (Wood County), vocational and technical schools in that area, as well as elementary and secondary schools and the general public.

Channel 28 in the vicinity of Colfax: serving especially the State Universities at Menomonie (Stout), River Falls, and Eau Claire, the branch campuses at Rice Lake, vocational and technical schools in that area, as well as elementary and secondary schools and the general public.

Channel 31 in the vicinity of La Crosse: serving especially the La Crosse State University, vocational and technical schools in that area, and the elementary and secondary schools and general public.

Channel 38 in the Fox River Valley: serving especially the State University at Oshkosh, the branch campuses at Fond du Lac and Menasha, the Wisconsin Centers at Green Bay, Manitowoc, and Marinette, and the new campus of UW-Green Bay, together with vocational and technical schools in that area, elementary and secondary schools, and the general public.

(2) File applications after appropriate engineering studies and feasibility surveys for the construction and operation of two translators as follows:

Platteville area: specifically to serve Platteville State University and the branch campuses at Richland Center as well as other educational institutions in the area and the general public.

Ashland area: specifically to serve the city of Ashland and its educational institutions and the general public in that area.

(3) Establish and operate as soon as practicable a two-way, two-channel interconnection between Madison and Milwaukee: one channel for broadcast interchange, and a second channel for closed circuit inter-campus interchange with extensions to the UW Madison campus, the campus of the University of Wisconsin-Milwaukee, to Whitewater State University, and to the Centers at Waukesha, Racine, and Kenosha, as well as to the UW-Parkside campus.

(4) As soon as outlying stations become operational, extend single-channel interconnection to each to permit use of broadcast instructional materials and general educational and cultural programming fed from Madison or Milwaukee.

NOTE: This does not mean that all programming will be **produced** at Madison or Milwaukee, since it is recommended that additional production centers be established as soon as possible. It merely reflects the necessity for establishing these as initial **origination** points for the network facility.

(5) Capability to feed into the network system should be provided to additional production centers other than those existing when the quality and volume of their output and the expressed desire for their materials on the part of other stations and institutions makes it feasible to do so.

(6) Additional channels to carry closed-circuit materials to the various campuses should be furnished as needs can be shown and as experience dictates. Experience gained by experimentation with the extensions proposed in Item 3 above will be useful here.

(7) After all ETV stations within the boundaries of the state of Wisconsin have been interconnected, similar interconnection should be extended to Channel 8 in Duluth, thus enabling this Minnesota station to serve Superior State University and the educational institutions and general public of the Douglas and Bayfield county environs including the branch campus at Rice Lake.

(8) Throughout this development the Commission should seek to cooperate with similar bodies in other states and to participate in regional and national network planning so as to insure maximum educational benefits for the people of Wisconsin.

Estimated Appropriations for Implementing the Recommended Plan for a Statewide Educational Television System

1967-1969 Biennium

Commission Expense: staff personnel, office expense, meetings, postage, travel, etc.	$ 155,000
Fees for engineering consultation, legal work, feasibility studies, evaluations, etc.	35,000
Capital Expense: 4 transmitters, including antennas, towers, and associated necessary equipment, including installation cost	1,600,000
Two translators	25,000
Operating Funds: to cover partial year's operation of completed stations prior to June 30, 1969	70,000
Interim videotape bank fund	50,000
Allocation for interconnection leasing and associated operating costs of network	530,000
	$2,465,000

NOTES ON COSTS:

1. According to present projections subsequent annual costs should run about $700,000, not including depreciation, but including funds for evaluation studies.

2. All program and production expense is eliminated from consideration here, since it is assumed these funds are to be part of the various institutional and agency budgets.

3. Federal matching funds for construction of new ETV stations should be available to cover 75% of the $1,600,000 capital expense. Thus:

NET COST TO STATE OF WISCONSIN . . $1,265,000

Urgency

Action on these recommendations is urgent for the following reasons:

(1) The onrush of problems facing Wisconsin education is picking up strength and speed. Educational television, used statewide, can indeed help to solve many of these difficulties.

(2) Plans are being made by individual institutions for their own TV facilities on their own campuses. A central coordinating agency is needed immediately to assist in planning compatible installations.

(3) Wisconsin is far behind other states. Many of them have activated similar plans over the past five years and benefited greatly from the first ETV Facilities Act, now are enjoying the improvement in quality of instruction and general public good that is herein endorsed. Alabama's state network is ten years old, Nebraska and Georgia have just completed theirs, South Carolina's is complete, Kentucky has just approved a network of eleven brand new stations.

(4) Expectation of further aid from the new Congress, spurred on by the report of the Carnegie Commission and the enthusiasm of states already working on their networks, means we must establish our state Commission

and appropriate funds so that we are ready with our application for Federal matching monies by this summer.

Echoing the words of President Johnson in his State of the Union address on January 10, 1967:

> "We should develop educational television into a vital public resource to enrich our homes, to educate our families, and to provide assistance in our classrooms."

Clearly, educational television in recent months has been given a new sense of purpose and direction. Its role has been recognized more widely than ever before, and each new test brings added proof of public need and public approval.

I. Summer Sessions

After studying the academic calendar policy at state institutions of higher education, the Coordinating Committee recommended in March, 1966, that the present two-semester summer session calendar be continued and that efforts be directed toward strengthening summer sessions to induce greater summertime attendance. The CCHE specifically recommended experimenting with the length of summer sessions, increasing financial aids for summer students, and studying possible curricular expansion as ways to encourage greater summer attendance.

Trimester and quarter systems were studied by the Coordinating Committee's staff, but they concluded that the drawbacks of such plans outweighed the advantages.

In recommending the continuation of the present academic calendar arrangement, the Coordinating Committee noted last March the increasing summer enrollments at state campuses in summer sessions and in special credit and noncredit institutes and workshops. Experience this past summer indicates an even greater interest in summer learning in the state. Total summer session enrollments alone increased by 10 per cent this summer at Wisconsin State University and University of Wisconsin campuses, with a 17 per cent increase at the University of Wisconsin-Milwaukee and a 44 per cent increase at UW Center System campuses. In addition to the 35,000 persons enrolled in summer sessions, 40,000 youths and adults enrolled in special credit and noncredit workshops and institutes on state campuses this past summer.

Summer sessions of varying lengths were offered on state campuses again this summer. The University of Wisconsin, Madison, for example, offered 27 credit sessions, ranging from 2 to 12 weeks in length. The bulk of the enrollment (83%), however, continued to be in the 8-week general session. Stout State University also experimented with a number of 2-week sessions before and after the 8-week general session and reported more than 900 students attending these short sessions. Continued experimentation with summer program lengths is urged for maximum utilization of facilities during the summer. A 12-week session, however, seems to be unable to draw a sufficient number of students, since both WSU-Oshkosh and the University of Wisconsin, Madison have dropped it.

Again this summer, very few scholarships were available for summer session students at state institutions of higher education. Only 100 "legislative" fee remission scholarships, for example, were available for undergraduates from the state at University of Wisconsin campuses. None were available for graduate students at the University of Wisconsin or for students at Wisconsin State University campuses, although a few scholarships were available from individual schools. More summer tuition scholarships and other types of financial aid programs should be available for both undergraduates and graduate students attending summer sessions. Financial aid programs now available on a 9-month basis should also be available on a year-round basis. Financial aids for summer students are especially important since these students incur a double expense: they must pay for summer study and at the same time sacrifice income from a summer job. Thus scholarships covering more than tuition alone may be necessary to encourage summer attendance.

Summer course offerings have been expanded considerably in recent years. The University of Wisconsin, Madison, for example, has increased the number of credit courses offered in the summer from 600 to 1,000 in the past ten years. However, to make summer offerings more closely reflect academic-year offerings, summer curriculums must be increased even more, particularly in upperclass and graduate work. Both the University of Wisconsin and the Wisconsin State Universities report more upperclassmen during summer sessions than first- or second-year students, with UW, Madison reporting almost twice as many graduate students as undergraduates this past summer. Experimentation with special summer course offerings also should be increased, particularly for elementary and high school teachers, who comprised one-fourth to one-half of those enrolled this summer at most public institutions in the state, and for freshmen beginning in the summer. More than 800 freshmen began their college work at the State Universities this past summer, including many taking qualifying courses to determine their eligibility for admission.

State campuses also are used extensively during summer months for special programs, both credit and non-credit. These include clinics for high school students, programs for returning professionals, University Extension programs, alumni sessions, and government-sponsored programs for teachers. The State Universities offered 166 such special programs this summer, enrolling 5,196 persons, while the University of Wisconsin, Madison hosted more than 30,000 youths and adults in special summer programs. Such programs should be encouraged throughout the summer months to utilize campus facilities and to introduce higher educational opportunities to many who might not otherwise have access to them.

J. Laboratory Schools

All of Wisconsin's public universities except for the University of Wisconsin, Madison and Stout State University maintain campus or laboratory schools as an adjunct of their teacher education programs. The University of Wisconsin, Madison, after considerable faculty study, discontinued its high school laboratory school in 1964. Eight State Universities and the University of Wisconsin-Milwaukee operate elementary and junior high school classes.

Historically, the laboratory or training school provided a proximate and controlled classroom on campus for the student teacher who was required to spend a part of each day in a realistic teaching situation while at the same time enrolled in other college classes. Today, however, the typical campus school plays a progressively smaller part in this role as the numbers of students enrolled in education and the nature of the modern educational experience have made it both necessary and desirable to move the practice teaching function into the area public school systems on a "block" basis wherein the student teacher is essentially full-time in his assignment. Recognizing the value of the experience in the preparation of needed teachers, public school administrators have cooperated in providing the supervised classroom experience.

A second justification for the continuance of laboratory schools has been the need for controlled observation opportunities for students enrolled in the School of Education. However, the physical limitations imposed by the size of the laboratory school classrooms and the increasing number of observing students have made the use of the lab school impractical for this purpose. Recognizing the space limitations, some institutions hope to establish closed circuit television operations to allow large numbers of students to observe a "typical" class. Other schools have eliminated the observation requirement or have substituted appropriate off-campus experiences.

The need for continued research in all phases of the educational process is supported by the authorities in the field. There is some support for the position that the campus school provides a ready laboratory for controlled experimentation and should be retained on this ground. In response to the research need, public and private schools in Wisconsin and in other states have joined together in cooperation with teacher education schools to encourage educational research. The Fox Valley Curriculum Study Council with its Executive Office on the WSU-Oshkosh campus and the Lake Shore Curriculum Study Council cooperating with UW-Milwaukee are examples of such joint efforts. The Cooperative Educational Service Agencies and the State Department of Public Instruction are becoming heavily involved in educational research and cooperate closely with state schools of education. The Federal government also continues to support a wide range of cooperative educational research projects involving universities and the public schools.

Examples of available research assistance are found in the University of Wisconsin's Research and Development Center for Learning and Re-education and the Upper Midwest Regional Educational Laboratory (UMREL) with central offices in St. Paul, Minnesota. Both programs assist and fund educational research projects designed to strengthen and improve the quality of education in the elementary and secondary schools. The full participation of all State Universities, private colleges, and elementary and secondary schools is encouraged. While research activity must be encouraged, the CCHE staff is not aware of any definitive study which would indicate the irreplaceable research contribution afforded by laboratory schools.

The triad of educational functions – practice teaching, observation, and research – remain important to any effective teacher education operation and must be continued in some form. However, the Coordinating Committee staff questions whether the considerable facilities, faculties, and resources presently committed to lab schools could not be more profitably utilized in expanding the observation, practice teaching, and research activities in the public schools. Evolving cooperative internship programs may also minimize the traditional laboratory school role. At least one of the State Universities is considering innovations which would replace its campus school.

While it is difficult to assign specific costs, it is evident that the resources expended in staffing and maintaining laboratory schools are considerable. In the nine state institutions maintaining campus schools, some 2,145 students are enrolled from the nursery school level through ninth grade. The full-time equivalent of 130 faculty and 10 classified personnel with total annual salaries of over one and one-half million dollars are identified with teaching these elementary school students. Approximately 250,000 net assignable square feet representing a replacement cost of up to ten million dollars are required in laboratory school classroom space.

In light of changing conditions and the heavy investment of limited resources and space on already crowded campuses, the CCHE staff questions the justification for the continuance of laboratory schools. An immediate re-evaluation by the systems involved and the CCHE of the total contribution of the campus school to higher education in Wisconsin is recommended. As these schools may have a significant impact upon public school planning in the several communities, local school officials should be kept fully informed of any projected change in operation.

6. Special Academic Programs under Study

Just as no university can be all things to all students, no single state the size of Wisconsin can provide the quality of higher educational experiences appropriate for entry into every conceivable occupational or professional field. It is better, for both a single institution and for a state, to insist upon excellence in a limited number of educational endeavors rather than dilute quality by offering programs in every discipline. Only a continued re-evaluation of cost and need factors can determine at what point the expenditure of state resources can be justified in mounting a new field of study.

In the relatively high cost – low demand fields of Architecture, Veterinary Medicine, Dentistry, and Forestry, Chapter 257 of the 1965 Laws of Wisconsin provided a Tuition Reimbursement Program for partial financial support of students enrolling in approved programs in these fields.

Approximately 190 Wisconsin students are currently enrolled in out-of-state architectural programs and 130 of these receive assistance through the Tuition Reimbursement Program. However, there continues to be considerable support for the development of architectural education within the state. The CCHE has studied architectural proposals from both the University of Wisconsin and the State University systems. Such studies have included inspection of the three state campuses seeking to develop programs. At its March 9 meeting, the CCHE approved the establishment of a School of Architecture at the University of Wisconsin-Milwaukee and sanctioned a 3-year pre-professional Architecture program at WSU-Platteville and 2-year pre-professional programs at four other State Universities.

In light of cost, need, and benefit factors, the CCHE staff recommends the continuance of the present policy in the fields of **Veterinary Medicine** and **Forestry**. No new programs appear to be needed at this time and the 60 Wisconsin students currently enrolled in each program along with other qualified applicants should receive appropriate aid through the Tuition Reimbursement Program. The staff will continue to study needs in these areas.

The CCHE staff, in exploring needs for new or expanded programs, has been in contact with the Wisconsin Welfare Council and several social work and mental health agencies who indicate a critical and expanding need for **social workers.** The CCHE staff has established an advisory committee to identify specific manpower needs and to recommend the development of additional professional or sub-professional educational programs as appropriate. Undergraduate and graduate degree programs in Social Work are now available at the University of Wisconsin campuses in Madison and Milwaukee. Several State Universities as well as University of Wisconsin Extension and the SBVTAE have indicated interest in social welfare education programs. The CCHE staff is continuing its study and will recommend appropriate development in the various higher educational systems in response to established needs.

The total area of **medical education** and the supporting paramedical fields require a continuing study. Despite the heavy financial commitment required and the high costs involved, the State of Wisconsin must accurately anticipate and take appropriate action to meet established needs. The natural expansion of existing and authorized programs in **Nursing** and **Medical Technology** should provide sufficient personnel in these fields for the next few years.

The highly successful **School of Dentistry** at Marquette University represents a considerable asset to higher education in the State of Wisconsin and reduces the need for additional public dental education facilities at this time. Approximately 200 Wisconsin residents are enrolled in dentistry at Marquette and receive financial support under the Tuition Reimbursement Program. A continuing restudy by the CCHE staff and the involved institutions and agencies of projected state dental needs is required.

Wisconsin faces a major policy decision concerning the expansion and relocation of existing state medical education facilities and the development of a second major **School of Medicine.** Prior to a final decision, a comprehensive study involving the Governor, the Legislature, Marquette University, the University of Wisconsin and the CCHE will be required.

The CCHE staff will continue to study the educational needs in special fields and recommend programs appropriate to efficient state educational planning.

Faculty

The continued excellence of higher education is dependent upon many factors, but the essence of education is found in the personal equation – in the dedication of an outstanding faculty to teaching, to research, and to public service. The potential of Wisconsin higher education, particularly in the new universities to be established at Green Bay and Parkside and in the evolving State Universities, will be directly related to their ability to attract and hold a distinguished faculty. Future expansion and CCHE approval of new programs at the graduate and undergraduate level will be based upon the institution's academic leadership as demonstrated in the quality of its faculty. Students reflect the vigor of a strong faculty, for it is the faculty that sets the environment under which teaching, research, and effective graduate programs will flourish.

Many studies have attempted to qualify the teacher shortage at all levels and in all fields. Most studies, verifying the experiences of those actively engaged in faculty recruitment, indicate that there will continue to be a critical shortage of the type of higher education faculty Wisconsin institutions must attract in large numbers to meet the qualitative and quantitative demands faced in the next 15 years. A California study indicates that the higher educational institutions in that state will need 50 per cent of the total U.S. doctorate production for the next 10 years. Illinois projects a need for about 25 per cent of the available supply. Whatever the yardstick, it is apparent that higher education faces a professor's market for at least another ten years, and Wisconsin must remain competitive and aggressive if the projected program, institutional, and student explosions are to be met without sacrifice of quality. The shortage of qualified vocational-technical instructors, discussed later, is even more critical.

A. Future Faculty Needs – College Institutions

Enrollment projections for all of Wisconsin's segments of higher education indicate a continuing rapid growth in faculty requirements. In addition to burgeoning undergraduate enrollments, an increasing per cent of students are enrolling in advanced degree and professional programs for which relatively more faculty are required. The current biennial budget request reflects the effect of graduate enrollment growth on faculty need. The current budget requests faculty for the State University system in an approximate 1-18 ratio for undergraduate students, but an approximate 1-10 ratio is requested for graduate students.

The University of Wisconsin employs 4,769 full-time equivalent regular faculty members, plus 1,388 full-time equivalent research and teaching assistants for 1966-67. In most cases, the assistants are on half-time appointments, indicating that about twice the number of full-time assistants are being paid by the University and are actively engaged in teaching or research activity.

The number of graduate assistants clearly demonstrates the importance of the large graduate program at the University's Madison Campus in the teaching and research program. Without this resource, an additional large number of permanent faculty would be required. As graduate programs develop at other campuses, this teaching resource may become more available.

The State Universities currently employ 2,932 permanent faculty members. Almost all of these persons are full-time regular faculty members, since it is a Board of Regents of State Colleges' policy that graduate students shall not assume classroom teaching responsibilities. Current trends suggest that the need of permanent faculty in the University of Wisconsin and State University system would grow to at least 17,000 persons by 1980, in addition to approximately 3,500 assistants.

A significant factor involved in the recruitment, retention, and upgrading of a strong faculty is the provision of budgetary support for meaningful research. No university can achieve distinction without some research obligation, and higher educational institutions in Wisconsin must be encouraged to undertake those research efforts most appropriate to their capabilities and missions. Such research functions, either in the search for new knowledge or in the application of knowledge, must remain an integral part of higher education, particularly at the graduate school level.

It is unlikely that qualified, well-prepared new faculty can be attracted to Wisconsin higher education in sufficient numbers without a vigorous recruitment effort. **The CCHE staff recommends the expansion of existing efforts and the early development of new programs to increase the supply of faculty and to spread the influence of outstanding faculty members to larger numbers of students.**

Implementation of the above recommendations should include efforts in the following areas:

1. Continued emphasis upon competitive salary and fringe benefit programs for faculty.
2. Expansion of the successful teacher improvement grant program and the development of an appropriate sabbatical leave plan.
3. Expansion of summer school programs to provide summer employment opportunities for staff members who have achieved terminal degree status; provision of summer support for advanced work of faculty members working toward terminal degrees.
4. Further utilization of teaching aids, both human and mechanical, to enable the excellent teacher or researcher to devote more time to his areas of strength.
5. Inter-institutional statewide use of outstanding teachers through the development of appropriate instructional materials or media linkage.
6. Expansion of student loan, fellowship, and other financial aids as well as guidance programs to attract able students to teaching careers in higher education.
7. The development and expansion of graduate degree programs at selected Wisconsin universities designed to prepare well-qualified staff members for all facets of higher education.
8. The recognition, promotion, and support of research as a vital function of higher education.
9. Recruitment of leading figures from business, industry, and the professions for part-time or full-time teaching responsibilities in their areas of specialization when appropriate to institutional goals and missions.
10. Further utilization of Instructional Television (ITV), audio-tutorial laboratories, programmed instruction, advanced placement, independent study, lecture-discussion sectioning, and other techniques designed to effect economies in handling routine staff assignments as well as to improve the quality of instruction.

B. Faculty Needs – V.T.A. Schools

The rapid expansion of Wisconsin's Vocational, Technical, and Adult Education system under Chapter 292, Laws of 1965, will create an unprecedented demand for vocational-technical instructors over the next fifteen years. Projections indicate that by 1970 the VTA schools will need twice as many teachers as are presently employed, and by 1980, an additional 3,000 teachers – plus replacements for those resigning or retiring. The over-all dimensions of the teacher supply problem can be readily grasped when one stops to consider that instructors are required in more than 100 specialty fields. Though serious in all program categories, shortages probably will be more acute in business-distributive and trade-industrial education than in agriculture and home economics. For highly complex Associate Degree and preparatory technical programs, it is becoming increasingly difficult to recruit teachers with the necessary work experience.

At the root of the problem is the unfavorable competitive position of the VTA schools. Primary factors affecting their ability to attract and retain qualified teachers are:

1. **Certification requirements.** Existing certification law does not allow the employment of capable technicians from industry as instructors in technical programs unless the candidate also holds a Bachelor's degree. This requirement, in effect, "eliminates thousands of potential teachers who have displayed technical competency on the firing line of industry." (Moreover, many of these individuals already have acquired considerable teaching experience in industry or the military.) As a result, schools may be forced to accept persons who meet the degree requirement, but who lack the technical knowledge or competence demanded by the teaching position involved.

2. **Teacher training programs at collegiate institutions.** Given the multiplicity of specialized areas encompassed within vocational-technical curricula – such as computer programming, dental technology, instrumentation – collegiate institutions with teacher training programs find it difficult to produce instructors for more than a handful of these areas. One aspect of the problem is numerical: although the VTA system faces a critical over-all teacher shortage, the number of teachers required in **each** specialty may be small. Therefore, one can hardly expect the colleges to mount costly programs that will graduate only a few persons a year for each specialty.

3. **Salary levels.** Low salaries probably constitute the most significant deterrent to recruitment and retention of qualified vocational-technical faculty. For instance, the 1965-66 placement record for Stout State University reveals an average starting salary for male teachers of $5,611, a figure considerably below the annual wages of a Madison carpenter or bricklayer. Today, it is not uncommon for a journeyman in any of the building trades to earn $10,000 or more per year, and technicians in industry have comparable earning potentials. Obviously, very few technicians or journeymen are willing, or can afford, to leave their chosen field, return to college to obtain the Bachelor's degree, and then step into a VTA teaching position at one-half to three-fourths of their previous salary.

   It should be recognized that teachers in VTA education must be doubly skilled: they must possess not only the teaching skills and ability required of all teachers, but also the specialized skills which industrial employment demands. Thus, the VTA schools are placed in the position of competing with industry for staff rather than with other educational institutions; frequently, this competitive factor is overlooked when salary levels are established.

4. **Prestige.** In the past, vocational-technical training has not enjoyed the status or prestige of collegiate education and this, perhaps, has hampered faculty recruitment. However, it would appear that the public's image of VTA education vis-à-vis collegiate programs is undergoing a profound transformation as area VTA districts, with comprehensive post-high school offerings, are developed.

To alleviate present and projected teacher shortages, the staff recommends that the Coordinating Committee endorse these measures for increasing the supply of vocational-technical instructors: greater salary inducements, particularly a special incentive formula applicable to full-time teachers in Associate Degree and one- and two-year preparatory technical programs; a scholarship fund to enable graduates of Associate Degree programs to continue their education at a collegiate institution and earn the baccalaureate degree; expansion of existing teacher training programs and closer cooperation between the VTA system and the collegiate institutions in developing new programs (Stout and Platteville State Universities have indicated a strong desire to move ahead in this area); internships in industry, and more vigorous, better-coordinated recruitment efforts, both in the state and outside Wisconsin.

The proposed salary incentive program would involve a sliding state aid scale ranging from 70 to 99 per cent: the state would cover 70 per cent of the salary at the $7,000-a-year level, 80 per cent at $8000, 90 per cent at $9000, and 99 per cent at a maximum level of $9900. In effect, the program would greatly improve the competitive position of the VTA schools by enabling or stimulating them to offer higher teacher salaries. Estimated cost of the program for the 1967-69 biennium is $500,000.

Physical Facilities

It is the statutory duty of the Coordinating Committee for Higher Education to adopt "a coordinated plan for the integration and most efficient use of existing facilities . . . and an order of priority for the construction of new facilities at the University of Wisconsin and the state colleges." While there is no statutory obligation for the Coordinating Committee to participate in the construction of physical facilities for the area technical schools and no state funds are provided for their construction, the Coordinating Committee has recognized that facility planning for the technical schools is an integral part of long-range statewide planning.

The sole purpose of physical facility planning, however, is to implement the academic mission of an institution.

Execution of the total planning and functional development of facilities requires the involvement and cooperation of several state agencies outside of higher education as well as the CCHE and the operating systems. Considerable attention has been given to the procedures necessary to ensure an expeditious and orderly course of action within the several legally-assigned functions. These responsibilities are outlined in CCHE #37, 1966, "Guidelines to Planning Wisconsin's Public Post-High School Education Program and the Supporting Building Program."

A. Guidelines to Facilities Planning

In order to provide planning guides upon which building programs may be based and justified, the Coordinating Committee has developed guidelines for most of the areas of physical facilities needs. These guidelines have evolved from studies of curricular patterns and offerings at each of the individual universities. In some cases, such as in office space, statewide guidelines have been developed; in other areas, substantial variation exists among the guidelines for each institution depending wholly on the difference in academic offerings. The facility needs for a school with a heavy science and laboratory curriculum, for example, are far different than the facility needs for a school with a minimum of laboratory offerings.

Since the guidelines assume that the utilization standards established by the CCHE will be met, application of the guidelines then produces only as much space as the combination of the curricular needs and the utilization standards requires. For example, development of the classroom guidelines are related directly to three factors:

1. Space required per student station
2. The class hours per student per week
3. The weekly station utilization standard

This equation will produce an over-all square footage allowance of assignable space for each campus. The over-all allowance can then be converted into specific buildings.

Guidelines were first used in the development of the 1965-67 building program and have been further developed for the 1967-69 building program. The following guidelines have been adopted:

Classrooms

$$\frac{\text{Total Student Contact Hours}}{\text{Total Enrollment}} = \text{Hours of One Student in Class}$$

$$\frac{14 \text{ sq. ft. x Hours One Student in Class}}{\text{Student Utilization } (67\% \text{ x } 30) = 20} = \text{Sq. Ft. per Student Enrollment}$$

$$\text{1970 Enrollment Projections x sq. ft. per Student} = \text{Classroom Space Required}$$

Teaching Laboratories

Same as classroom formula except:

1. 40 sq. ft. per station for non-lab-oriented schools: Eau Claire, La Crosse, Oshkosh, Stevens Point, Superior, Whitewater
2. 48 sq. ft. at Madison and Milwaukee
3. 60 sq. ft. per student for lab-oriented schools: Platteville, River Falls, Stout
4. Student Utilization: 24 periods per week per room x 80% of station use = 19.2

Offices

135 sq. ft. per full-time equivalent faculty and clerical staff

Library (total of):

Reading Rooms: 25 sq. ft. per station x 20% undergraduate enrollment
Carrel Space: 25% of graduate students x 45 sq. ft.
Office and Auxiliary Support: 135 sq. ft. per FTE staff
Stack Space: 10 volumes per sq. ft. (number of volumes determined by library program)

Physical Education
Students (undergraduate and 25% of graduate)

0 to 5,000 students:	47,400 sq. ft. (core)
5,000 to 10,000 students:	9.0 sq. ft. each
10,000 to 20,000 students:	8.5 sq. ft. each
20,000 and over students:	8.0 sq. ft. each

Plus 35 sq. ft. per student pursuing physical education major.

The only major area in which guidelines have not been developed is in the area of research. Currently, staff personnel of the University of Wisconsin, State Universities, and the CCHE are working on the development of a research guideline which, if approved, may be used in submission of future building programs.

B. Utilization of Facilities

One of the earliest concerns of the CCHE was that facilities be used as close to capacity as possible. Minimum standards of utilization were adopted early in the history of the CCHE and utilization studies have been undertaken every two years. The current minimum utilization standard requirements are as follows:

Classrooms: 30 hours per week utilization during daytime periods at 67% capacity

Teaching Laboratories: 24 hours per week at 80% of station capacity

With the development of the guidelines as noted, these minimum utilization requirements become an integral part of the building program development. The utilization studies provide a vehicle for a periodic restudy of the guidelines and for dealing with exceptions which might arise at any given institution. For example, a small institution may require certain specialized laboratory facilities even though utilization may be low. Determinant of need will be the educational requirements.

Utilization studies continually raise questions of better year-round use of facilities as well as the adequacy of the standard school day. More intensive summer usage and extension of the class day into the evening (and scheduling of regular classes in these periods) can have a significant effect on facilities requirements.

Table VII

Student Utilization of Facilities – Fall, 1965

Institution	Average Room Periods Used Per Week Per Room for Classrooms	Percentage of Student Station Utilization	Average Room Periods Used Per Week Per Room for Laboratories	Percentage of Student Station Utilization
Eau Claire	35.6	65	24.8	99
La Crosse	34.2	54	23.7	55
Oshkosh	46.2	50	26.3	78
Platteville	29.3	51	19.7	61
River Falls	41.5	87	33.8	109
Stevens Point	40.7	57	19	87
Stout	35.5	65	26	89
Superior	35	48	20.2	60
Whitewater	42.7	59	25.5	102
UW-Madison	31.8	52.1	20.9	64.5
UW-Milwaukee	31.1	56.5	22.3	75.2

The CCHE reviewed the academic calendar question in considerable depth in the spring of 1966. A decision was made at that time to retain the current two semesters plus the summer session, but it was recommended that continued experimentation be carried on with the summer session and that its expansion by voluntary usage be encouraged by all possible means.

Nationwide, many different conclusions have been reached regarding the best ways to organize the academic calendar and resulting use of facilities. It is entirely possible that the best procedure for one state may not be applicable in another. This subject is to be periodically re-evaluated for Wisconsin.

C. Building Programs

Recent expanded building programs approved by the Legislature (a total of $113,000,000 passed in the 1965-67 biennium) have made it possible to provide facilities needed for rapidly increasing enrollments to make up accumulated deficits, and at the same time to allow for the elimination of obsolete structures. The recommended 1967-69 building program should furnish adequate facilities to carry through currently projected enrollments for 1970.

The recommended program for the new University of Wisconsin campuses at Parkside and Green Bay will provide facilities for those institutions beyond those periods, since certain minimum facilities must be built at the outset. However, they, too, will become subject to the over-all guidelines as they can be applied. The 1967-69 building program requests that the state supply $118,291,918 for academic construction and advance land acquisition. Most of the request is supported by the space guidelines; however, several other factors are important:

1. Of the amount requested, fifteen million dollars was for construction that was authorized by the 1965-67 Legislature, but had to be postponed because of the escalation in costs.
2. It is estimated that building costs will continue to escalate as they have in the past biennium.
3. Title I of the Higher Educational Facilities Act of 1963, administered by the State Commission for Higher Educational Aids, has already provided in excess of $18,600,000 for facility development at the University of Wisconsin and the State Universities over the past two years. This support is expected to continue into the foreseeable future. In addition, the University of Wisconsin, particularly, will continue to receive large grants for specialized facilities.

D. Campus Planning and Facilities Development

In recent years, very rapid growth has occurred on all of our higher education campuses. Most campuses have outgrown their long-time boundaries and have been severely strained to provide the facilities necessary for student need. It has been extremely difficult to cope with the dynamic growth of the institutions, generally far beyond anyone's anticipation, and to attempt the development of comprehensive long-range plans. During the past year considerable attention has been given to the need for comprehensive campus plans by the State Building Commission, the State Department of Administration, Boards of Regents, and the Coordinating Committee for Higher Education. Currently, detailed campus planning is under way at several of the campuses. The campus maps and plans shown in this provisional report may be modified, but they are presented here as evidence of the best existing plan at the present time, with the full expectation that one of the benefits of a provisional plan is that it will be examined critically and improved or changed whenever necessary. The University of Wisconsin has developed campus plans for Madison and Milwaukee which have been approved by the Regents. Comprehensive campus plans are presently being developed at the Wisconsin State Universities in Platteville, Whitewater, and Stevens Point and will be followed by the other six State Universities.

One of the first requirements in the development of the two new University of Wisconsin campuses is to prepare comprehensive master plans which will accommodate their ultimate academic plans and make provisions for eventual enrollments as yet unknown.

One of the outgrowths of comprehensive planning is to determine the land and physical facilities necessary to accommodate given numbers of students and academic programs. A combination of good academic judgment in land acquisition and facilities development is a necessary adjunct for sound planning in order to accommodate enrollment needs. The development of optimum enrollments and a comprehensive plan at any campus will affect the planning at other institutions and must be integrated into a total statewide plan to meet the state's need.

E. Funding Facilities

The State Constitution imposes a limit of $100,000 on the state debt, and prior to 1957 all academic construction was on a cash basis. A building corporation was set up at that time to finance academic construction. Now most academic facilities are initially funded through the State Agencies Building Corporation. The Corporation issues bonds to pay for construction costs; the facilities are leased to the state agencies, and rentals are pledged over a 40-year period to retire the bonds. Costs for minor projects and remodeling are financed through direct appropriation.

Federal funds have been available for several years to help finance special projects, but have become more easily obtainable since passage of the Higher Education Facilities Act of 1963 to stimulate comprehensive planning for facilities. Federal funds for public higher education are not assigned in advance to any specific project, but are regarded as a partial offset to the total building needs and are ultimately assigned to any eligible project required at the particular time. The money is provided through the Higher Education Aids Commission (5 CCHE members sit on the Commission). Federal regulations provide that if a state body exists with over-all responsibility for planning public education, that body shall be so recognized.

Grant funds assigned for public projects under this Federal act in 1964-65 and 1965-66 were as follows:

Section 103 – Technical Schools, Universities, Centers: $3,924,700; Section 104 – General Academic Construction: $7,523,816.

In addition, substantial grant funds were allocated for specialized graduate facilities under Title II of the Facilities Act, and Title III loan funds at 3% interest were received for a large number of state facility projects.

Recent Congressional actions have significantly increased the authorization limits; however, actual appropriations have not followed suit. If appropriations ultimately are authorized, a substantial reduction in state outlay is possible.

F. Space Requirements for the Future

The enrollment projections in this report bear a direct relationship to several categories of space needs. We may project the long-range need for space in several areas, including classrooms, office space, laboratories, physical education facilities, library facilities, and other instructional space, all of which are related directly to enrollment. We cannot project the eventual need for research space or public service space in this same manner, since no guidelines have been developed.

The space projection must be couched with several qualifying features. For example, major changes in program may dictate major changes in space needs. This is apparent today and is demonstrated by the wide difference in space allocations among the several campuses. The University of Wisconsin, Madison campus, with the largest distribution of educational programs, has the most comprehensive space needs of any institution in the state. Space needs are directly responsive to academic program decisions as well as enrollments.

Using over-all statewide enrollment projections to 1983, Table VIII shows the amounts of space, excluding research, extension, and public service, that are necessary, based upon existing guidelines and ratios of space use.

Space needs have not been expressed in dollars since the current cost ratio can be extremely deceiving due to the rapid change in costs, as has been witnessed in the last several years. Expressing the needs in square footage terms related to the current building situation provides a better comparative yardstick.

The actual cost of providing this space will vary considerably depending upon the program to be accommodated. An indication of the variation possible can be cited from studying other state master plans where student costs range from $3,136 to $5,000 in other midwestern states.

G. Student Housing

A large amount of student housing has been constructed on all campuses in recent years, financed through building corporations and paid for by charges made to students and other users. Corporation financing has been primarily through special housing loan funds supplied by the Federal government.

The extensive housing program has had a great impact on the growth of higher education, particularly at the

Table VIII

Higher Education Space Requirements Through 1983

	Enrollment*	Classrooms ((9.22)	Labs (10.93)	Offices (13.06)	Libraries (11.79)	Other Instr. (7.47)	Phy. Ed. (8.69)
Available**		1,065,768	1,380,685	1,113,431	1,210,253	889,693	717,601
1970	114,736	1,058,777	1,255,091	1,498,861	1,353,500	857,262	997,476
1974	140,200	1,292,644	1,532,386	1,831,012	1,652,958	1,047,294	1,218,338
1977	154,300	1,422,646	1,686,499	2,015,158	1,819,197	1,152,621	1,340,867
1980	162,700	1,500,094	1,778,311	2,124,862	1,918,233	1,215,369	1,413,863
1983	156,400	1,442,008	1,709,452	2,042,584	1,843,956	1,168,308	1,359,116

* Does not include enrollment at two year centers and branch campuses or UW-Milwaukee evening enrollments which are not included when calculating state financed space needs.

** "Available" includes space now available or authorized by the Legislature.

State Universities. In some instances, especially in the smaller cities, the size of enrollments can be traced almost directly to available university housing, because available private housing is completely exhausted.

The University of Wisconsin-Milwaukee has had almost no university housing available. The CCHE has recommended that housing be provided for up to 10 to 15 per cent of the student body in order to allow students outside the metropolitan area to take advantage of the academic opportunities offered there. Therefore, a dormitory project is now under way.

The University of Wisconsin, Madison has substantial university-owned housing, but for several years has seen the development of many units of relatively high-cost, privately-owned student housing.

University-owned housing, available or under construction and scheduled for opening in 1967, would accommodate the following percentages of the student enrollment:

Institution	**Per Cent**
State Universities:	
Eau Claire	48%
La Crosse	58
Oshkosh	50
Platteville	56
River Falls	51
Stevens Point	47
Stout	64
Superior	39
Whitewater	55
University of Wisconsin, Madison	28
University of Wisconsin-Milwaukee	2

Availability of student housing also will be important in the long-range planning for the ultimate development of the new University of Wisconsin campuses at Green Bay and Parkside. Early planning by the CCHE (CCHE #45, 1966) cites an over-all need for university and private housing for two-thirds of the students at Green Bay and one-third at Parkside.

As area technical schools are developed, some housing facilities probably will be required. Some highly specialized courses should be offered in no more than one or two technical schools in order to avoid unnecessary duplication and expense, and it will be necessary for students from all parts of the state to come to the particular location where these courses will be offered. In such locations, therefore, housing may have to be constructed. In others, technical school students needing housing may be able to obtain it in university-owned dormitories. This concept now is being discussed for La Crosse. Each location will have to be studied for its individual problems and their solution.

In some instances, there has been discussion about the possibilities of constructing housing in conjunction with University centers or State University branch campuses. This would change the current function and purpose of these institutions. While these facilities would be constructed by local government not subject to CCHE controls, the CCHE should consider this matter very carefully because of the long-range effect on the functions and future of these institutions.

Student housing, therefore, becomes a very important factor in statewide planning. The Physical Facilities Subcommittee of the CCHE currently is studying the need for student housing and its relationship to campus planning. Over-all planning for student housing must carefully evaluate enrollment impacts in the future, particularly if enrollments should drop, so that debt service requirements are not impaired. **It is recommended that the CCHE, in cooperation with the operating systems, develop a detailed housing plan for all institutions including technical schools and 2-year campuses.**

H. Space Needs in Technical Schools

While it is currently the responsibility of the vocational-technical area districts to provide for the physical facility needs of technical schools, it is important that the Coordinating Committee periodically review the extent to which these space needs are being met. Although some technical schools have resorted to extraordinary measures to intensify the utilization of their facilities by renting additional space and establishing fourteen-hour class days, there is a current space shortage which contributes significantly to the lag in expanding technical school enrollments. Among the total higher education facility requirements, the space needs of vocational-technical education call for an extremely high priority.

The Department of Resource Development, cooperating with the State Board of Vocational, Technical, and Adult Education and the Coordinating Committee, prepared a detailed report of existing space deficiencies in the vocational-technical schools throughout the state and projected long-range space needs. The report revealed that at the present time 2,236,030 square feet of space are available in Vocational, Technical, and Adult Schools in Wisconsin and that there is a deficiency of 370,800 square feet. This deficiency and the imperative need to develop technical education as rapidly as possible in this state make the construction of facilities vitally important if Wisconsin's vocational-technical needs are to be met.

Projections made by the Department of Resource Development for future space requirements were based upon anticipated minimum and maximum enrollments. These projections indicate that additional vocational-technical space will be required from 1.5 million to 2.2 million square feet between 1965 and 1970, and between 3 million to 3.2 million more square feet between 1970 and 1980, a total of 4.5 million to 5.5 million square feet of space between 1965 and 1980. The Department of Resource Development further estimates that investment in construction will need to average between $8.3 million and $9.4 million per year to provide a total up to $130 million for additional construction by 1980.

This space requirement represents more than just the physical space needed for technical education. It encompasses the total needs for all vocational and technical training, such as the necessary expensive equipment and machinery. These needs must be considered together, however, since space in these schools usually serves all segments of the total vocational-technical curriculum.

Forty per cent of the development costs for technical school projects is available under Section 103 of the Higher Education Facilities Act, administered by HEAC. In addition, funds are available from the Vocational Education Act.

In the 1963-65 biennium, the Coordinating Committee recommended state assistance in the construction of facilities; however, it was not provided. In the current biennium, the Coordinating Committee has recommended that the state provide assistance for equipment in technical schools in much the same manner as it now equips two-year campuses of the University of Wisconsin and State Universities. It must be recognized that high-quality programs in vocational-technical education will require massive investments in equipment comparable to that used in business and industry. The acquisition of equipment for new schools and new programs and the replacement of obsolete machinery on a continuing basis involve great expense. It is believed that this aid would significantly stimulate development of quality programs.

It is recommended that periodically the Coordinating Committee and the State Board review the progress being made in providing needed vocational-technical school space. If needed, appropriate legislation for state assistance or changes in current financing patterns must be presented to the Legislature.

I. General Guidelines for Long-Range Facilities Planning

1. Comprehensive campus plans should be developed for every campus to provide the physical facilities necessary for accommodation of the approved academic programs and the enrollments expected on each of the several campuses. Comprehensive plans now are being prepared for Wisconsin State Universities at Whitewater, Platteville, Stevens Point, and the University of Wisconsin campuses at Green Bay and Parkside.
2. Existing facilities guidelines must be continually re-evaluated to confirm their adequacy. Research and public service guidelines should be developed if possible.

3. Funds should be requested for advance planning and procedures developed to harmonize with the methods approved in CCHE #37, 1966, so that the lead time in building construction can be reduced to a minimum.
4. Continued study must be made of building obsolescence and related maintenance costs. Where necessary, old structures should be replaced, particularly if the academic program cannot be adequately carried out in such structures.
5. Advanced land needs as shown on approved campus plans should be acquired sufficiently in advance of current need to enhance an orderly building program. Obviously needed land should be acquired when available in order to avoid future speculation and monetary loss to the state in the cost of purchasing the land.
6. Continued study should be made of the facility requirements for the area technical schools. Need for future state funding to develop these facilities should be reviewed periodically.
7. Some economies in facilities should result from close cooperation between universities and technical schools located in geographical proximity to one another. The current study of cooperation should be carried to early completion to ensure possible economies before extensive building programs are undertaken.
8. Further study should be made of the statewide student housing program and its relation to the development of enrollments on all campuses.
9. The building programs should be designed to meet long-range needs for research, public service, and instruction and considerable expansion in the physical plant will continue to be required. It should not be necessary to build maximum instructional facilities for the peak enrollment in 1979 if further studies of population data continue to indicate that enrollments will decline after that date. However, if current birth trends are reversed, the needs for instructional facilities will go beyond those of 1979. Continued study must also be made of the trends in adult education and how they may affect the need for facilities.
10. Differences currently prevail in the building construction costs on the various campuses. It is recommended that the CCHE review this matter in conjunction with competent engineering and architectural personnel in the operating systems and the Bureau of Engineering to determine the reasons and justification for cost differentials.

J. Building Program Review Responsibilities and Procedures

One of the important responsibilities of the CCHE, as previously pointed out, is that of preparing a single, integrated priority list for higher education building programs. Present practices do not provide adequately for the CCHE to carry out this role as demanded in the statute. A procedure must be developed to enable the Coordinating Committee to evaluate thoroughly the requests and recommendations it makes, and then be in a position to establish priorities among the relative needs of the several systems, institutions, and buildings. It is the obligation of the Coordinating Committee to support strongly the program which it presents to the Governor and the Building Commission. The procedures below are recommended for the improvement of building program review:

1. Preliminary planning for a biennial program should begin in the fall of the odd-numbered years, approximately one year in advance of final program approval.
    a. A preliminary review of needs will be made at this time; guidelines will be reviewed and necessary changes made.
    b. High priority needs in the biennial program following will be identified and requests made to the Building Commission for advance planning funds.
    c. The Bureau of Engineering will be asked to evaluate cost data for final project submission.
    d. The CCHE Facilities Subcommittee will determine the detailed method by which it will review the final biennial program as submitted.
2. The biennial building request should be received by June 1 of even-numbered years. The project requests should include:
    a. A description of functions, project scope, total project and construction cost, project land re-

quirements, utility costs, and source of funds to finance the projects.

   b. Self-financing projects, gifts, and state grants.
   c. Long-range land requirements to be acquired in the biennium.
   d. A current inventory of space by building and function.
   e. A priority order for each system's request.

3. The CCHE Facilities Subcommittee will review and evaluate requests and make final recommendations to the CCHE in the following sequence:
   a. Each system will be requested to review its project requests in priority order with the Subcommittee.
   b. CCHE staff analysis and recommendations will be received and reviewed by the Subcommittee.
   c. The Subcommittee will recommend a single higher education building priority list.

4. The CCHE will approve and submit a building program to the Governor around October 15 of the even-numbered years.

5. After a building program has been approved by the CCHE, the operating systems should notify the CCHE of major proposed changes in projects or priority order. The Executive Director will report the proposed changes to the CCHE Physical Facilities Subcommittee, which will recommend appropriate action to the CCHE.

6. Actions of the Higher Educational Aids Commission allocating Federal funds have a substantial effect on the state's higher education building program. CCHE members of the Commission should be asked to report regularly to the CCHE the actions of the Commission so that they may be reflected in building program recommendations.

7. Accomplishing these goals will require a high degree of cooperation between the CCHE, the operating systems, and the State Building Commission. An early meeting of the Facilities Subcommittee should review the recommendations in detail and establish firm operating procedures.

Financing Public Higher Education

The Coordinating Committee is required to "adopt a coordinated plan for the integration and most efficient use of existing facilities and personnel and to submit a single, consolidated, biennial budget request for public higher education." These statutory requirements make apparent the obligation of the Coordinating Committee constantly to review and evaluate the financial needs of public higher education in Wisconsin. It is necessary, however, to improve present procedures in order to fulfill the statutory mandate.

The fundamental policy of the Coordinating Committee which guides its financial actions has been endorsed over a period of many years in acts by the Legislature. It is quite clear that a comprehensive, quality educational program, open to all qualified Wisconsin students, is to be established and maintained. The financial requests for public higher education have been based upon this cardinal principle.

As higher education enrollments have grown rapidly, higher education has become an increasing part of the total state tax budget. Other funds supporting higher education activities have increased substantially, however, such as Federal grants, private grants, auxiliary enterprises, and student fees.

Expenditures for education have risen tremendously all over the nation. While a study of comparative data reveals that expenditures in Wisconsin have risen at a slightly higher rate than the U.S. average, it is a good indication of the dedication to excellence and the open-door policy to which Wisconsin educators and legislators alike have subscribed.

A. Comparative Support for Higher Education

We have attempted to secure some comparative data on state support to assess whether the higher education burden assumed by Wisconsin is greater or less than that of other states. It must be recognized that comparable national data is usually two or three years old before it is published and the rapid growth of higher education makes some of the data obsolete by the time it is available.

Several years ago a study was initiated on state financial management by the Legislative Committee on Organization and Procedure. A portion of the study is a comparative study of educational financing in eight states – Minnesota, Iowa, Illinois, Indiana, Michigan, Wisconsin, New York, and California. This report, published in December 1965, attempted to assess:

1. Demand for higher education
2. The capacity to support public higher education
3. Accomplishment and effort

The report stated, "Wisconsin, with average per capita income and about average tax support for higher education, ranks:

1. Below the median of the selected states (6 of 8) and at the national median (24) in student expenditures per enrollee – either for public institutions alone or for all higher education institutions.
2. Above the selected state median (3 of 8) and well above the national median (18 of 48) in percentage of the college-age publicly enrolled, but at the bottom of the selected group and just below the national median in the percentage of total (public and private) enrollment.
3. Thus, Wisconsin is above average only in public enrollment; is at or below average in total enrollment and in both public and total expenditure per student enrolled."

This report was based upon 1962-63 data and one must bear that limitation in mind. Another measure of comparable support, however, is the expenditure for higher education as a per cent of income. The U.S. Department of Commerce annually reports the general expenditure for higher education per $1,000 of personal income. The comparative data are as follows:

	1960-61	1964-65
U.S. Average	$ 9.58	$13.43
Median	11.64	16.16
Wisconsin	10.26	20.37

These figures demonstrate the substantial increase in support for higher education throughout the United States and that growth in Wisconsin has been at a slightly higher rate than the U.S. as a whole.

Comparison of the per cent of personal income spent for higher education within the Midwest in 1964-65 reveals that Illinois and Ohio are substantially lower than Wisconsin; Minnesota and Michigan are slightly lower, while Indiana and Iowa are both higher.

Wisconsin has been successful in giving its youngsters born after World War II, despite their unprecedented numbers, better opportunities for higher education than youngsters had a decade ago, and at about the same proportional cost to the students.

B. The Current Budget Request

Table IX

	Actual 1965-67	Operating System Request 1967-69	Recommended by CCHE 1967-69
State Universities			
State Tax Funds	$ 55,226,886	$112,672,305	$107,296,800
Student Fees	21,500,000	27,380,000	27,380,000
Auxiliary Operations	45,794,049	73,951,425	73,951,425
Sub Total	$122,520,935	$214,003,730	$208,628,225
State Board of Vocational, Technical and Adult Education			
State Tax Funds			
Operating Aids	$ 8,334,300	$ 12,426,000	$ 12,426,000
Equipment Aids		2,000,000	2,000,000
Sub Total	$ 8,334,300	$ 14,426,000	$ 14,426,000
County Colleges			
State Tax Funds	$ 1,415,300	$ 1,367,100	$ 1,242,500
University of Wisconsin*			
State Tax Funds	$113,799,823	$205,544,090	$189,855,487
Student Fees	37,449,905	44,382,709	44,382,709
Auxiliary enterprises, gifts, grants, etc.	139,364,117	144,355,679	144,355,679
Sub Total	$290,613,845	$394,282,478	$378,593,875
Higher Education Totals	$422,884,380	$624,079,308	$602,887,650
State Tax Funds	178,776,309	334,009,495	312,817,837
Student fees, auxiliary, gifts, etc.	244,108,971	290,069,813	290,069,813

All figures shown are actual appropriation figures and exclude estimated fringe benefit costs.

* Less University Hospitals

C. Quality Goals

It is important that periodic review be made of the allocation of the state's resources to higher education and to relate accomplishments to goals. Quality standards, while variable, must bear relation to the goal of any given program, but the overall guideline will always be high quality.

It is recommended that an effort be made to establish guidelines for quality standards which will reflect fiscal requirements. The standards basically should represent the goals of high quality in all programs, and yet provide for distribution of the state's resources on an equitable basis reflecting comparable support where appropriate and assuring adequate differentials when required.

D. Cost Analysis

Much progress has been made in developing unit costs for the teaching of students. The range of costs for instructing students is extensive, from expensive medical education to freshman and sophomore work at less than one-tenth the cost of medical instruction. These unit costs furnish a basic frame upon which to project workload requirements and provide some basis for identifying the necessary different levels of support. This data, combined with desirable standards for quality, can help in the process of developing an understandable, objective budget procedure in which budget decisions are related to clearly defined goals. It should facilitate comprehension among educators, lay members of Boards of Regents, the CCHE, and the Legislature.

The Kellett Committee on Improved Expenditure Management spent a substantial amount of time examining the unit cost development process in both the University of Wisconsin and State Universities. Cost information in the current budget requests has been developed in the manner suggested by that Committee. The cost data per student for the several systems is as follows for 1966-67. These costs have been used in the development of 1967-69 budget requests:

	Level I Fresh.-Soph.	Level II Jr.-Sr.	Level III Grad.-Prof.
U of Wisconsin			
Madison	$769	$1108	$2018
Milwaukee	762	1355	1419
Centers	894		
State Universities	846	1125	1656

Progress in the development of acceptable standards has been made through cooperative efforts of the CCHE, the operating systems, and the Department of Administration in such areas as the maintenance of facilities, library acquisitions, etc.

E. Student Fees

Traditionally, student fees for residents at the University of Wisconsin and State Universities have been approximately 20 per cent of the over-all educational cost, a general ratio which has been maintained for many years. Current charges, however, have risen to a ratio of approximately 22.5 per cent of the educational cost for resident students at the State Universities and the University of Wisconsin.

Coordinating Committee policy states that it is in the long-range interest of the state and the nation to keep fees low and, in fact, recommends eventual elimination of fees in the public higher education system as is now the case in elementary and secondary education. Therefore, the current budgets for 1967-69, as recommended by the Coordinating Committee, provide that fees support between 17 and 19 per cent of the educational cost for the biennium.

When the budget for higher education in the systems is being established, a certain level of fee receipts is anticipated which the Boards must incorporate into their budgets if they are to realize sufficient funds to operate at the authorized level. The legal responsibility for student fee charges lies with the two Boards of Regents, but traditionally the fee levels actually have been established by the Legislature's Joint Committee on Finance when the final state biennial budgets are determined by that body.

It is recommended that the policy of resident students supporting 20 per cent of the over-all instructional costs be continued. However, as we move toward a universal education of two years beyond high school, the possibility that these first two years may be tuition-free, as now is the case for elementary and secondary education, will have to be considered.

Fees for other types of educational opportunities vary considerably. As a general budget procedure, the 1965 Legislature established the premise that the University Extension Division should be approximately two-thirds self-supporting. The degree of support from fees for Extension programs varies considerably. Agricultural extension has always been completely without charge to the user. Extension programs within the State University system are expected to be self-supporting and adult education in the vocational-technical school system has a wide range of support.

Some programs can be supported by those served. Others which serve clientele in depressed urban or rural areas and/or which are designed to improve the economic status of individuals or groups simply will not exist if high fees are charged. (See Recommendation No. 20.)

F. Technical Education

One of the major changes in the state's financial commitment was made in the 1965-67 biennium for technical education. Prior to that time, technical education was supported approximately by 10 per cent from the state, 9 per cent from Federal funds, 16 per cent from fees, and 65 per cent from local funds. The 1965 Legislature made dramatic funding changes by stipulating that the state would pay 80 per cent of instructional salaries for technical programs, which means approximately 56 per cent of the total program instead of the previous 10 per cent.

Chapter 292, the Area Districting Act, provides for dividing the entire state into technical education districts, which extends the two-mill taxing authority to all parts of the state, thus improving substantially the funding capacity of the local schools. In addition, it specifies that the state will pay 100 per cent of the instructional costs for collegiate transfer programs in technical schools (currently relates to Madison and Milwaukee only). These funding changes are particularly appropriate since the technical schools in many cases are as statewide in their drawing power as some of our state-supported universities.

The changing pattern for financing and the increased participation of the state will contribute dramatically to the improvement of equality of opportunity throughout Wisconsin. However, special attention must be given to the development of technical education to serve students from the sparsely settled, relatively poor areas of the state. We may find that more state participation will be necessary to assure equality of opportunity to students in these disadvantaged areas of Wisconsin. The development of an educational aid formula similar to the equalization principle now employed in school aids for secondary and elementary schools may be necessary. **It is recommended that the CCHE, in cooperation with the SBVTAE, review the problems of students living in disadvantaged areas, and if warranted, recommend additional aid formulas which will assure the equality of technical education opportunities to students in all parts of the state, regardless of the population base and financial resources of these areas.**

In 1965 the Coordinating Committee recommended state assistance for the accelerated construction of technical facilities. However, this aid was not granted. The Coordinating Committee presently recommends that the state provide equipment aid in the development of technical schools. Technical equipment is an area of particular concern and a basic requirement in most new schools. It is expensive and must be periodically updated to keep abreast of industrial advances in automation and mechanization. The concept of state aid for equipment in the vocational-technical schools is similar to present state funding for equipment at the University Centers and State University branch campuses, with facilities constructed by local communities. **It is therefore recommended that the CCHE renew its request that state aid be provided for necessary equipment in state-oriented vocational-technical programs. The CCHE and SBVTAE, by cooperating together, should draw up detailed criteria which will establish eligibility for equipment aids.**

G. The Role of Federal and Private Grants in Financing Higher Education

There is a great evolving source of financing in the area of Federal gifts, grants, and contracts. Private gifts and bequests to public universities also have increased. Few public universities receive more funds from these sources than the University of Wisconsin, but the State Universities have made remarkable progress in obtaining Federal funds in recent years. Vocational-technical education has been receiving support from Federal funds since 1917; indeed, Federal support is a large factor in the budget.

Both the University of Wisconsin and the State Universities have made substantial efforts in the use of Federal funds to employ the resources of more than one institution and thus provide, by such cooperative methods, a maximum return both for the State of Wisconsin and for the nation as a whole. The University of Wisconsin is cooperating with major universities in other states; the State Universities have developed several significant cooperative projects within the system itself.

It is recommended that the CCHE and the operating systems vigorously pursue and utilize all available Federal funds and private gifts and grants which will improve the quality and quantity of Wisconsin's higher education offerings and that cooperative programs should be encouraged.

Budgetary decisions are increasingly affected by policies of Federal matching requirements and requirements for statewide plans. State educational program decisions in many areas can no longer be well made without full cognizance of the impact of Federal programs. There are indications that Federal funds may play an increasing role in the support of general higher education programs in the future.

In the past the CCHE has spent little time in reviewing Federal legislation since its effect on higher education usually was limited to extremely specialized areas. An effort now will be made to review all Federal programs and analyze them, particularly in regard to the financial impact they have upon the support of higher education. An example of a significant Federal action affecting the CCHE itself is the provision by the 89th Congress of funds for statewide comprehensive facilities planning which is already a statutory function of the CCHE in the public higher education sector. The grant, however, will be made to the Higher Educational Aids Commission. Arrangements are being made to integrate this planning with regular CCHE functions and to collaborate with the Higher Educational Aids Commission and non-public institutions to develop comprehensive statewide facilities planning.

H. Problems for the Future in Financing Public Higher Education

Enrollments will continue to rise, nearly doubling again between 1966 and 1980 in the collegiate institutions and will more than double in the technical schools. Salaries will continue to rise as dictated by the availability of and demand for qualified faculty.

More and more students will take a minimum of five years of education. In many cases a Master's degree has become virtually mandatory for initial entry into employment. More Master's recipients progress to the Doctorate. The requirements and need for faculty in higher education alone demands such a trend.

Recent national figures indicate that the percentage of students working on Master's degrees is increasing faster than the percentage of students working on Baccalaureate degrees; further, the percentage of students working on Doctor's degrees is increasing faster than the percentage of those working on Master's degrees.

The state is increasingly concerned about the supply of professional personnel in the fields of medicine, dentistry, and veterinary medicine. Any program to increase the output and supply of professionals is extremely expensive, both in capital outlay and in operating expenses. In the 1965 budget report to the Legislature, the CCHE reported that the state contribution to medical education was approximately $5,500 per year per student, or ten times that of freshmen undergraduates. At present, the state has no programs in dentistry or veterinary medicine in public institutions.

Consequently, budgets will continue to increase, and in view of the substantial and necessary investment, it becomes increasingly important that both the CCHE and the operating systems frequently evaluate the uses and priority for commitment of the resources provided.

I. Need for Efficiency and Economy

While it is inevitable that expenditures for higher education will continue to rise rapidly, it is also axiomatic that as costs increase, expanded efforts must be devoted to making the best possible use of every state and Federal tax dollar. Higher educational institutions are the largest public employers in the State of Wisconsin. There are relatively few businesses in the state larger than the University of Wisconsin and State University systems. All higher education administrators must accept the obligation of achieving efficiencies wherever possible within a single campus, within the several campuses of a system, or among several systems. Such efforts should be extended with three goals in mind: (1) program quality, (2) maximum service to student and state, and (3) maximum return on the tax dollar.

Considerable attention has been given to the need for improved efficiency in this state, and better management practices have been implemented in the higher educational institutions. Favorable comparison of student costs at Wisconsin institutions with other institutions attests to a continuing interest in efficient operation. Data processing and other mechanical innovations are now extensively employed in the processing of student records and other administrative activities resulting in increased efficiency and reductions in costs. Improved maintenance methods have been established on several campuses. The Kellett Committee on Improved Expenditure Management has offered many challenging proposals.

Utilization of facilities has always been of prime concern, but personnel constitutes a far greater and continuing cost. Studies should continue to assure maximum use of clerical and other personnel in support of the faculty. The recently completed faculty time study provides a valuable tool in studying the deployment of teaching staff.

In the Academic Programs Section of this report, several areas of program coordination are suggested. It is in the expansion of program coordination that forward steps can be made in producing efficiencies in operation. The report also has discussed the development of educational quality standards. Educational quality standards, combined with sound management standards, are necessary goals.

It is recommended that the CCHE, in cooperation with the operating systems, make a major effort to stimulate maximum efficiency and economy. The operating systems should be asked to furnish regular reports concerning their efforts to improve efficiency of operation and the results they have achieved. The CCHE should examine areas of inter-system coordination.

J. Estimates for the Future

In 1966-67 the State of Wisconsin appropriated approximately $112 million in state tax funds for higher education operating expenses. Estimating future expenditures is always hazardous because basic assumptions may readily change. In fact, the Legislature may make changes in its current session which will indicate different trends. However, in order to fulfill the role of the long-range master plan at a point in time, estimates must be projected of future costs and preparations made where necessary for funding.

Several obvious factors which could cause significant changes in the estimates shown include such items as:

1. Rapidly rising enrollments in graduate programs beyond current experience.
2. Additional and expensive state programs in professional areas such as dentistry and veterinary medicine.
3. Rising prices and general inflationary effects on the economy.
4. Substantial increases in the authorization of new programs over and above that normally experienced with rising enrollments.
5. Considerable changes in state financing requirements if Federal participation increases in the future.

Even with these restrictions, an attempt is being made to estimate the cost ranges which might be expected in the future. The estimates have been based on several assumptions:

1. Over-all expenditures for all functions will rise as enrollments rise in the same ratio as exists in 1966-67.
2. There will be, conservatively speaking, a 5-per cent per year rise in cost level due to increasing salaries and increasing costs of goods and materials.
3. Graduate education will continue to grow rapidly requiring increased levels of support.
4. All qualified Wisconsin residents will be accommodated as shown in the enrollment projections.
5. Relative ratios of support from the state government, Federal government, and students remain unchanged for estimating purposes.
6. State support for technical school and evening enrollments will rise rapidly.

Based on these assumptions and recognizing the hazards of projecting costs, the following **minimum** estimate of annual state tax expenditures are made for the future:

1966/67	$112,000,000 (actual)
1970/71	$215,000,000 to $270,000,000
1975/76	$275,000,000 to $300,000,000
1980/81	$340,000,000 to $375,000,000

The estimates illustrate the need for a continual review of higher education expenditures to produce maximum efficiency, the utilization of maximum Federal aid, and a continual study of the relative ratios of costs to be borne by students. While these costs appear substantial, they are necessary if the state's current higher education goals are to be met.

K. Financial Guidelines

1. Financial support always should be sought by the CCHE to continue an "open-door" admission policy for all qualified Wisconsin residents and to maintain high quality programs in all operating systems.

2. Continued effort should be made to refine and develop cost techniques which are understandable and provide the Governor and Legislature a ready means for establishing a level of support.

3. The level of support as established should be maintained. If enrollments exceed budget estimates, full funding should be sought from the Legislature to preserve the program level.

4. As new programs are developed and proposed, their cost implications must be reviewed and considered in the CCHE's final action.

5. Relatively high-cost graduate and professional programs will be developing rapidly. Periodic review must be given to possible duplication of programs.

6. Continual studies, such as the faculty time utilization survey presently in the final stages, should be conducted from time to time to provide a means for further analysis of the commitment of the state's resources.

7. Quality goals should be established wherever possible to provide that state resources are allocated in an equitable manner consistent with program mission and to assure comparability of support where appropriate and adequate differentials of support where necessary.

8. The increasing importance of the Federal government in financing higher education programs requires a continual review of all Federal programs and proposals. The CCHE budget review should consider the financial implications of current or proposed Federal programs. Whenever applicable, the CCHE should establish policy positions regarding proposed Federal programs in regard to statewide public administrative questions and any matter in Federal programming affecting its statewide public planning responsibility.

L. Budget Review Responsibilities

State statutes require that the CCHE establish a single, consolidated budget request for higher education and be responsible for its presentation. The budget represents the financial commitment necessary to carry forward the state's plans and aspirations in higher education. In order to mesh this function properly with other educational planning, it is necessary to give serious attention to improving the process by which the final budget requests are developed. There is difficulty in adequately carrying out the budgetary obligations and much of it can be traced to a time problem. The final determination date for all budget activities in the even-numbered years is the statutory requirement that the governor-elect receive all budget requests on or before November 20. Prior to this period, the Department of Administration also needs time to make a preliminary analysis before turning the material over to the governor-elect. Traditionally, system budget requests have been approved in the latter part of September in even-numbered years and after the fall enrollments are known. The need for presentation of a biennial budget necessarily lengthens planning lead time and contributes to less precision, especially in enrollment forecasting. Higher education budgets also must be developed on the basis of departmental needs, institutional evaluations, and policies of the Boards of Regents as well as by CCHE policy. Therefore, a major revision in the timetable and procedure for preparing the budget is necessary in order that the operating systems and the CCHE can arrive at the best possible budgetary process.

Budgetary procedure should be developed which will allow the Coordinating Committee time to review the general policies and general academic program decisions which govern the budget. Quality standards should be maintained. The policy review should include such major decision areas as faculty salary goals, level of support to be sought for various programs, general concepts of new and expanded programs to be included in the budget, the areas of possible duplication and overlapping of functions, and the extent to which statewide cooperation should be developed.

Attention also must be given to the relative merits of the requests of the several systems, particularly in the expansion and improvement of programs. Experience in the past has proved that the Legislature does not always provide all of the resources which educators believe necessary, even though the proposed programs are within the framework of recommended higher education planning. The Coordinating Committee should be in a position to recommend relative priority among the several proposals for expansion. This concept, to be operative, requires the development of certain quality standards and goals which assure equitable support for all continuing programs and meet all workload requirements.

The budget as it is finally approved and presented by the CCHE can be supported with a clear set of academic and financial policy decisions and which, as part of the long-range plan, can be vigorously explained and defended in presentation before the Governor and Legislature.

Specific recommendations to improve the budget process are:

1. **The CCHE staff should cooperate with the operating systems and the Department of Administration to develop program budgeting techniques.**

2. **CCHE staff members, in cooperation with budget officers of the operating systems, will conduct a continual study of factors affecting the financing of higher education in the review of biennial requests and refer to the CCHE Finance Subcommittee for early consideration, a review of major budget policy changes, such as necessary levels of support, faculty salary goals, utilization of resources, etc.**

3. **Immediate attention should be given to the development of quality standards where applicable and possible.**

4. **The Board-approved budget requests for the systems should be provided to the CCHE Finance Subcommittee by September 1 of even-numbered years. At this time the systems should be asked to review their budget requests with the Subcommittee. (Work load estimates necessarily will be preliminary at this time and be subject to further review due to late-arriving data such as fall enrollment estimates. See section on enrollment projection procedures for budget planning.)**

5. **The CCHE Finance Subcommittee will review the system requests and recommendations presented by the CCHE staff and make its recommendations by October 1 of the even-numbered years. The CCHE will approve final recommendations to be submitted to the Governor about October 15.**

6. **Where appropriate, the recommendations of the CCHE would establish priorities among the requests of the several systems.**

7. **The CCHE should take a vigorous role in presenting the budget to the Governor and Legislature and the people of Wisconsin. The Committee's major presentation should relate the over-all budget objectives to the needs of the state and the Committee's plans for meeting the need. The presentation must be worked out cooperatively with the operating systems which will continue to provide much of the detailed material required in budget presentation.**

M. Enrollment Projection Procedures for Budget Planning

Enrollment projections play a critical role in both short-range and long-range budgetary planning.

Traditionally, higher education enrollment projections have been separated into two phases. Long-range projections have been made by the CCHE staff and have been used for long-range program and facilities planning. On the other hand, short-range biennial projections have been made initially by the operating systems and reviewed by the CCHE as part of the budget review.

Projections, by their very nature, must be reworked periodically to reflect changing conditions and policies. Recent enrollment experiences have shown instances both of under-estimation and over-estimation. The biennial budget system particularly requires that short-range and long-range estimates be reviewed around December 1 of every year so that fund requirements can be reviewed annually.

At times, long-range projections appear to deviate significantly from short-range projections. Long-range projections usually employ straight-line projections and give little attention to specific objectives in a single biennium. The deviations may cause confusion and should be avoided.

In order to make projections most useful for all necessary purposes, the following procedures are recommended:

On or about December 1 of each year, short-range and long-range enrollment projections will be reviewed under the supervision of the CCHE and with the cooperation of the operating systems.

In even-numbered years, final biennial estimates will be made to be used in biennial budget requests. Preliminary estimates will have previously accompanied system budget requests to the CCHE.

The annual short-range projections will be the basis for establishing full funding requirements for operating budgets and all appropriate purposes.

Long-range projections will be made by the CCHE staff at this same time in cooperation with the operating systems and reconciled with short-range projections. They will be used as applicable for the development of building programs and long-range planning.

The Institutions

Higher educational institutions in Wisconsin are committed to these goals: academic excellence and diversity; maximum opportunity for qualified Wisconsin youth – specifically, the freedom of the student to choose his program of study, and utilization of available resources to best advantage. Implementation of these objectives requires that the respective academic roles of higher educational institutions and systems – particularly their areas of strength – be clearly delineated. In the opinion of the staff, the aim of the Coordinating Committee is **not to force public institutions into a common mold but precisely the opposite – to tap and guide those forces for pluralism inherent in our systems of higher education.**

Essentially, the staff believes that the various systems and institutions of post-high school education in the state can be compared or contrasted within this framework:

(1) The relative emphasis placed upon the major educational functions of: instruction, research, and public service.

(2) The curricular pattern in each system or institution – specifically, the nature and scope of the academic programs offered and the level of program emphasis. How are programs and course offerings structured in terms of lower division, upper division, and graduate work?

(3) The students enrolled: To what extent are programs geared to the needs and aims of undergraduates, graduate students, professional or preprofessional students, and vocational-technical students? What is the proportion of students commuting to classes, as opposed to those living in residence, and what are the predominant characteristics of each group? What is the per cent of out-of-state students, and what are their geographical origins?

(4) The principal service areas: What precisely is the relationship of the system or institution to its external environment? What is the extent of its commitment to serving the immediate community, the state, the region, the nation, other nations?

In this section, institutional missions and areas of specialization are briefly outlined. In future months, the CCHE staff will work closely with the public systems in developing more complete statements of mission, identifying areas of excellence, and establishing suitable program priorities.

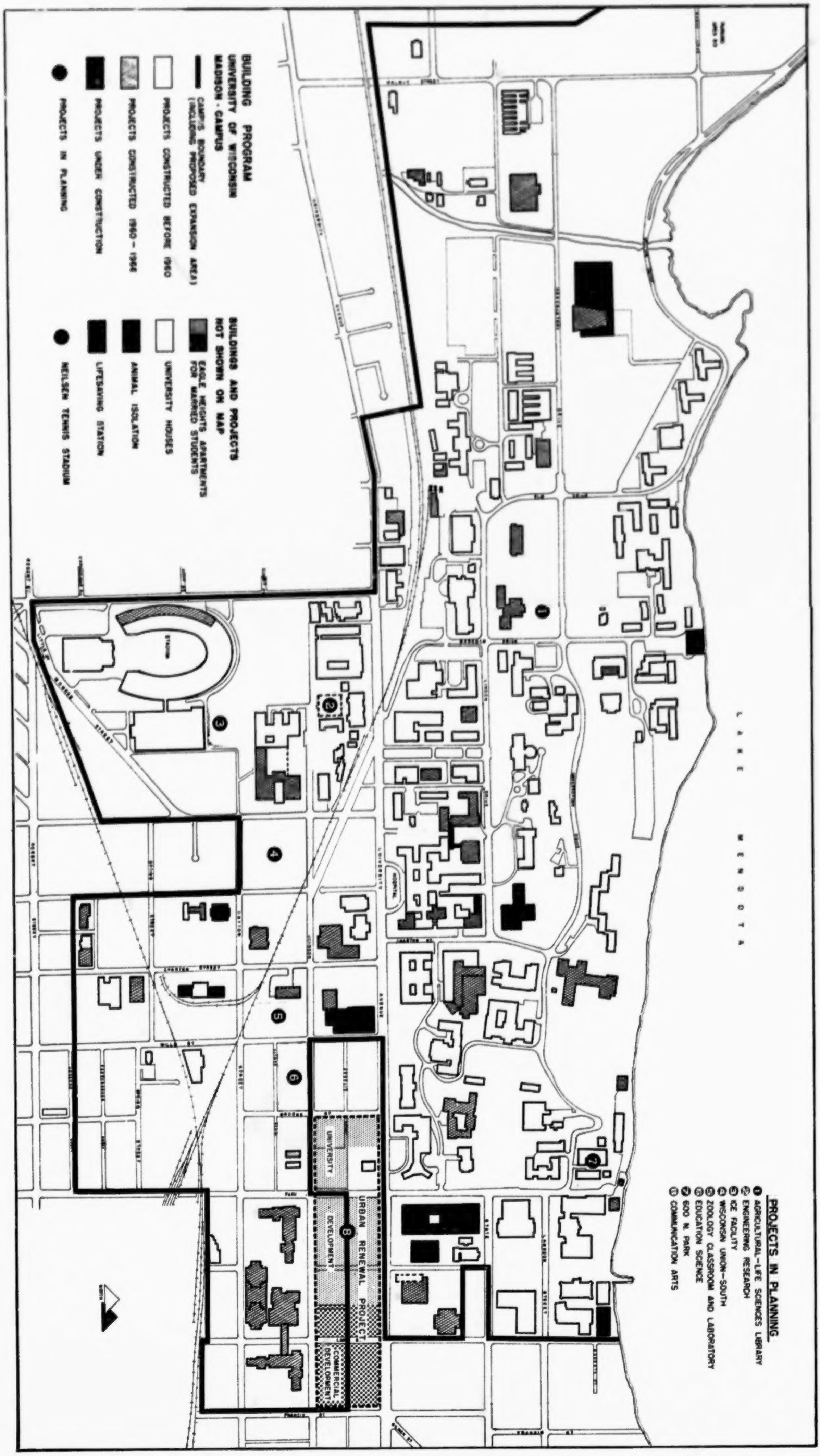
A. The University of Wisconsin

The University of Wisconsin, with a total fall enrollment of about 52,000 students on all campuses, is one of the nation's greatest and largest multi-campus collegiate systems, offering a broad spectrum of undergraduate and graduate programs in the arts and sciences and professional fields. The University has long been recognized as the principal research arm of the state, and as such, is deeply committed to basic and applied research and productive scholarship. In addition, the UW serves as the center for such state services as the State of Wisconsin General Hospital and the State Laboratory of Hygiene, and is authorized by law to "carry on educational extension and correspondence teaching and . . . university extension classwork in such communities as have 30 or more students . . ." Fred Harvey Harrington is president of the University of Wisconsin.

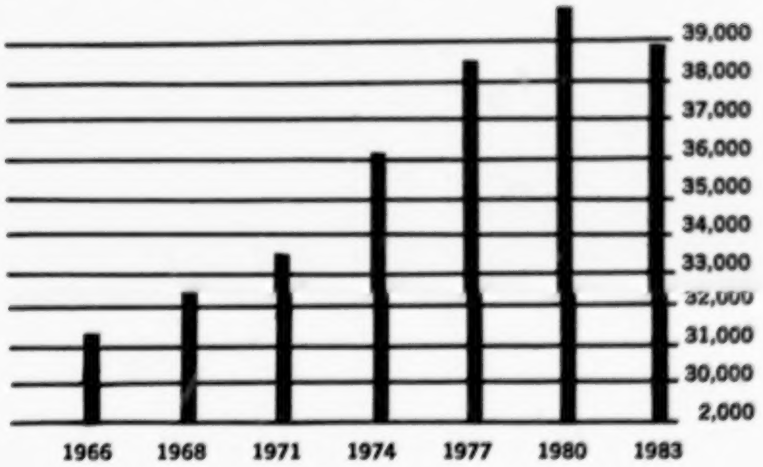
On the following pages, the selected program proposals of the University of Wisconsin for each campus are listed. It should be emphasized that these are aspirations only, as they have not been submitted as a program request or authorized by the CCHE.

University of Wisconsin, Madison Campus

The University of Wisconsin at Madison, founded in 1849, is the oldest of the state's public institutions of higher education. It also is the state's largest higher educational institution, with a fall, 1966, enrollment of 31,120 including 8,222 graduate students and 1,013 professional students in law and medicine. Located on the shores of Lake Mendota, the main campus area includes approximately 730 acres held by the University. (See Map) Additional land is held at the University's Experimental Farms, the University's Arboretum and at other locations.


BUILDING PROGRAM
UNIVERSITY OF WISCONSIN
MADISON - CAMPUS
CAMPUS BOUNDARY (INCLUDING PROPOSED EXPANSION AREA)
PROJECTS CONSTRUCTED BEFORE 1960
PROJECTS CONSTRUCTED 1960 - 1964
PROJECTS UNDER CONSTRUCTION
PROJECTS IN PLANNING
BUILDINGS AND PROJECTS NOT SHOWN ON MAP
EAGLE HEIGHTS APARTMENTS FOR MARRIED STUDENTS
UNIVERSITY HOUSES
ANIMAL ISOLATION
LIFESAVING STATION
NIELSEN TENNIS STADIUM
PROJECTS IN PLANNING
1 AGRICULTURAL-LIFE SCIENCES LIBRARY
2 ENGINEERING RESEARCH
3 ICE FACILITY
4 WISCONSIN UNION-SOUTH
5 ZOOLOGY CLASSROOM AND LABORATORY
6 EDUCATION SCIENCE
7 600 N. PARK
8 COMMUNICATION ARTS
L A K E   M E N D O T A
STADIUM
URBAN RENEWAL PROJECT
UNIVERSITY DEVELOPMENT
COMMERCIAL DEVELOPMENT
UNIVERSITY AVENUE
LINDEN DRIVE
OBSERVATORY DRIVE
CHARTER STREET
MILLS ST
PARK
STATE
LANGDON STREET
FRANCES ST
REGENT STREET
MONROE STREET

Projected Enrollment Growth
University of Wisconsin, Madison



The University offers courses ranging from African studies to zoology in some 110 departments on the Madison campus. Most departments offer advanced study, and doctorates are now available in 87 different fields of study. R. W. Fleming is chancellor of the Madison campus.

Fall, 1966, Enrollment:

Total	31,120
Men	19,089
Women	12,031
New Freshmen	4,719
Graduate Students	8,222
Faculty (includes teaching and research assistants)	8,227

1966-'67 Operating Budget $90,927,075

University of Wisconsin, Madison

Distinctive Features and Areas of Specialization – Comprehensive and diversified undergraduate and graduate programs in the arts and sciences and in such professional fields as agriculture, commerce, education, engineering, home economics, journalism, law, medicine, nursing, pharmacy, and social work. Major center for basic and applied research in the state.

Rated as "distinguished" or "strong" recently by the American Council on Education in 26 of the 29 graduate fields surveyed; these 26 programs, leading to the Ph.D., are, in alphabetical order:

Distinguished: Bacteriology/microbiology; biochemistry; botany; chemical engineering; geography; history; Spanish.

Strong: Anthropology; astronomy; chemistry; civil engineering; economics; electrical engineering; English; entomology; French; geology; German; mathematics; philosophy; physics; physiology; political science; psychology; sociology; zoology.

Selected Academic Aspirations
1967-71

College of Letters and Science

Undergraduate
  Japanese (A.B.)
    (in planning stage)

Graduate
  Public Policy and Administration (M.A.)
  Scandinavian Literature (Ph.D.)
  Communicative Disorders (M.A. & Ph.D.)
  Chinese (Ph.D.)
  Hebrew Studies (M.A. & Ph.D.)
    (in planning stage)
  Doctor of Musical Arts (D.M.A.)

School of Education

Graduate
  Synnoetics
  Human Biodynamics
  Sociology-Physical Education
  Physical Education Programs for Mentally
    Retarded (M.A.)

College of Agriculture
Undergraduate
- Apparel Design

Graduate
- Restructuring of M.S. and Ph.D. Programs in Agricultural Eng.
- Forestry
- Interdisciplinary Ph.D. Program (Agriculture-Medicine) in Nutrition (under faculty review)

Medical School
Graduate
- Health Laboratory Science (M.A. and Ph.D.)

School of Nursing
Graduate
- Psychiatric Nursing
- Pediatric Nursing
- Obstetric Nursing
- Medical-Surgical Nursing
- Nursing Service Administration

University of Wisconsin-Milwaukee

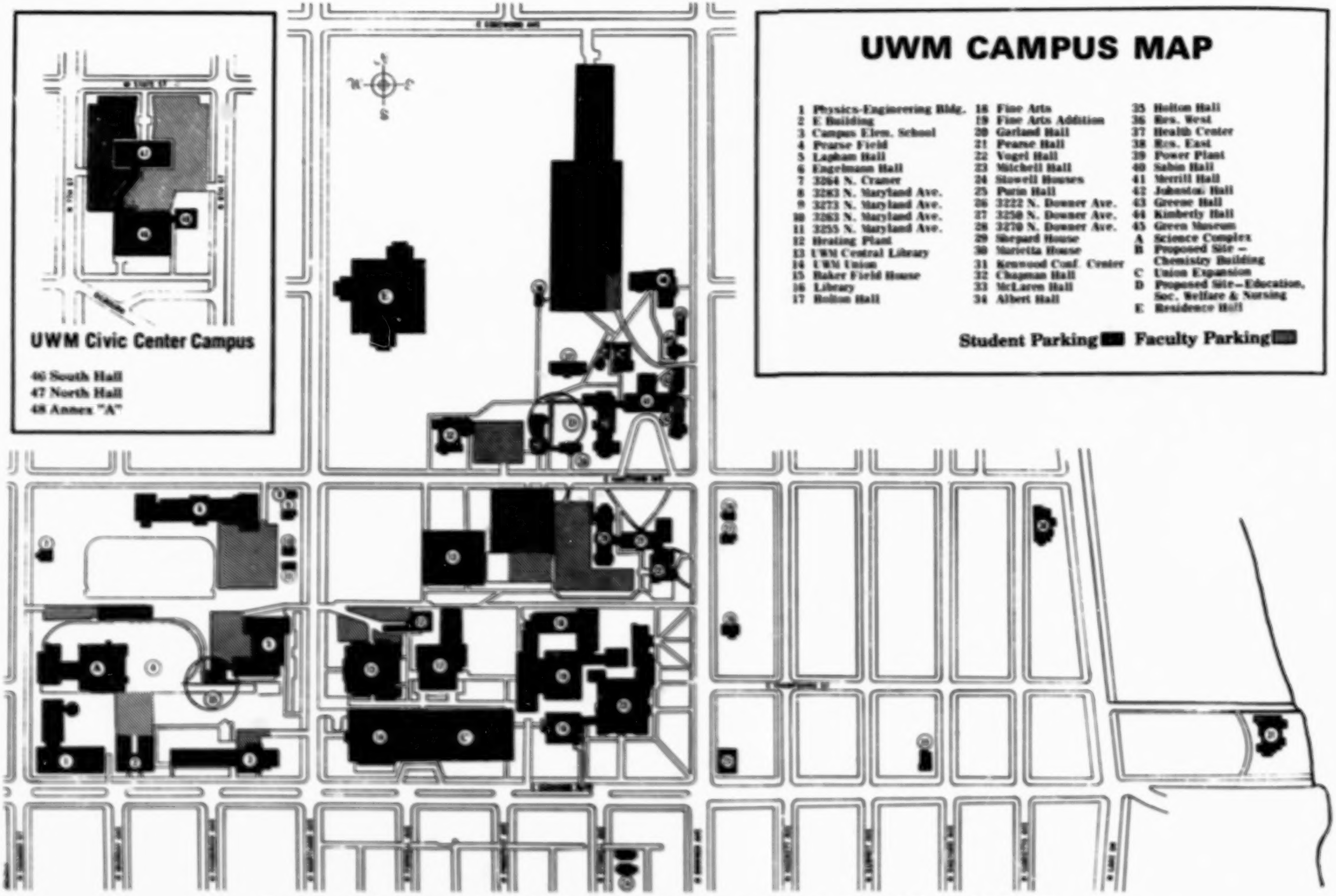
The University of Wisconsin-Milwaukee was established in 1956 when the UW Extension Center and the State College in Milwaukee were merged. The University has since grown to a fall, 1966, enrollment of 14,176 and now covers an "L"-shaped campus of 98.5 acres in Milwaukee's northern lakeshore area, including land recently acquired from the old Downer College. J. Martin Klotsche is chancellor of UW-Milwaukee.

Downtown facilities of the University of Wisconsin-Milwaukee consist of a square block at 600 W. Kilbourne Avenue, known as the "UWM Civic Center Campus." Its two buildings serve as a focal point for continuing education programs.

The Coordinating Committee staff believes the present 98.5-acre "L"-shape campus bounded by Downer Avenue, Cramer Street, Edgewood Avenue, and Kenwood Boulevard (See Map) will be sufficient through 1983, if CCHE enrollment projections remain valid. Additional land may be needed, however, for a new heating plant and for recreational purposes.

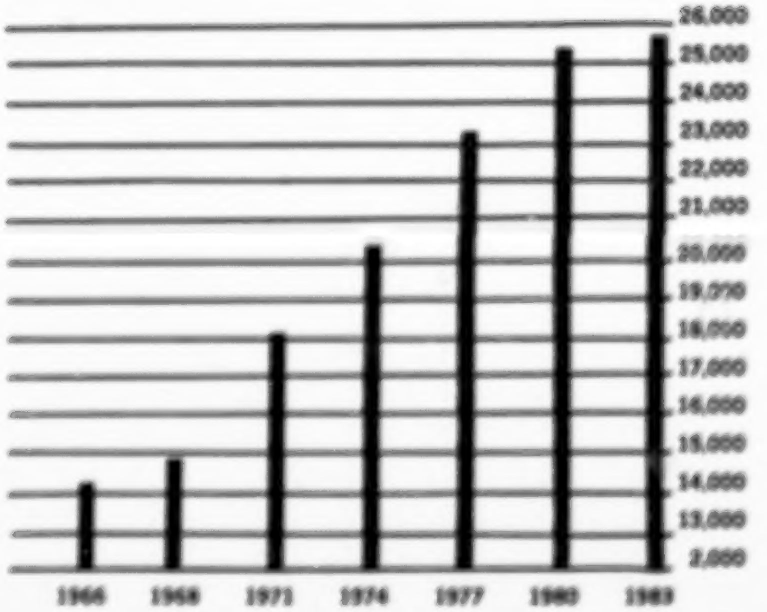
The Milwaukee campus is advancing toward major university status through the selective development of professional schools and programs leading to the Ph.D. By means of carefully controlled program growth, the Milwaukee campus is attempting to achieve "peaks of excellence" based upon its metropolitan location, available resources, and the demonstrated need for specific programs; obviously, it cannot excel in all fields. As an urban university, UW-Milwaukee has a clearcut obligation "to assist in improving the quality of urban life," and as the second largest UW campus in the state, it must avoid unnecessary duplication of Madison curricula and direct its efforts toward establishing high quality complementary programs. In line with the institution's special responsibility to the greater Milwaukee area, distinctive programs have been initiated in lake studies, urban studies, surface studies, and the performing arts.

Undergraduate majors are offered in most liberal arts areas at UW-Milwaukee, while Master's degree programs have either been approved or are now being offered in 31


UWM CAMPUS MAP
1 Physics-Engineering Bldg.
2 E Building
3 Campus Elem. School
4 Pearse Field
5 Lapham Hall
6 Engelmann Hall
7 3264 N. Cramer
8 3283 N. Maryland Ave.
9 3273 N. Maryland Ave.
10 3263 N. Maryland Ave.
11 3255 N. Maryland Ave.
12 Heating Plant
13 UWM Central Library
14 UWM Union
15 Baker Field House
16 Library
17 Bolton Hall
18 Fine Arts
19 Fine Arts Addition
20 Garland Hall
21 Pearse Hall
22 Vogel Hall
23 Mitchell Hall
24 Stowell Houses
25 Purin Hall
26 3222 N. Downer Ave.
27 3250 N. Downer Ave.
28 3270 N. Downer Ave.
29 Shepard House
30 Marietta House
31 Kenwood Conf. Center
32 Chapman Hall
33 McLaren Hall
34 Albert Hall
35 Holton Hall
36 Res. West
37 Health Center
38 Res. East
39 Power Plant
40 Sabin Hall
41 Merrill Hall
42 Johnston Hall
43 Greene Hall
44 Kimberly Hall
45 Green Museum
A Science Complex
B Proposed Site – Chemistry Building
C Union Expansion
D Proposed Site–Education, Soc. Welfare & Nursing
E Residence Hall
Student Parking ■ Faculty Parking ▨
UWM Civic Center Campus
46 South Hall
47 North Hall
48 Annex "A"
N
S
E
W

THE UNIVERSITY OF WISCONSIN–MILWAUKEE

Projected Enrollment Growth
University of Wisconsin-Milwaukee



fields. The first Doctoral program, in mathematics, was approved for the Milwaukee campus in 1964. Since then, Doctoral programs in geography, psychology, and political science have been approved and other Doctoral programs are under study.

Fall, 1966, Enrollment:

Total	14,176
(day and evening enrollments)	
Men	8,273
Women	5,903
New Freshmen	2,439
Graduate Students	2,247
Faculty	1,472
(includes teaching and research assistants)	
1966-67 Operating Budget	$17,109,658

University of Wisconsin-Milwaukee
Goal of major university status. Development of graduate programs in accordance with UW-M's functions as an urban collegiate institution. Distinctive features: Urban Studies, Lake Studies, Surface Studies, and Performing Arts.

Selected Program Aspirations

1967-71

College of Letters and Science
Graduate
Ph.D.
- Physics
- Chemistry
- Geology
- Zoology
- Art History
- Botany
- Comparative Literature
- English
- Spanish and Portuguese
- Anthropology
- Economics

School of Fine Arts
Undergraduate
- Creative Writing
- Film Arts
- Museum Curatorship

Graduate Majors
- Professional Theatre Design
- Directing
- Acting
- Playwriting

College of Applied Science and Engineering
M.S.
- Electrical Engineering
- Structural Engineering
- Mechanical Engineering
- Materials
- Industrial Engineering

School of Education
Master's
- Exceptional Education
- Physical Education

Ph.D.
- Exceptional Education
- Curriculum and Instruction
- Educational Administration and Supervision

Educational Psychology
Social and Philosophical Foundations of Education

School of Business Administration
Master of Science degree

School of Architecture
Architectural Studies
(B.A. or B.S.)

Master of Science in Architecture

1971-81
College of Applied Science and Engineering
Graduate
Electrical Engineering (Ph.D.)

School of Business Administration
Graduate
Administrative or Management Sciences (Ph.D.)

School of Social Welfare
Undergraduate
Non-teaching Recreation Major
Home Economics Specialty in Family and Home Management
Graduate
Master's Program for Clinical Diagnosticians

University of Wisconsin-Green Bay and Parkside Campuses

Academic Planning for UW-Parkside and UW-Green Bay

The CCHE staff gives full recognition and support to the view that considered and responsible curricular planning for the new campuses should precede final facilities decisions. The applicable Wisconsin statute indicates that "the educational programs offered by the new institutions shall be approved by the coordinating committee and shall be consistent with the courses of study offered by other institutions operated by the board of regents of the university of Wisconsin." Such cooperative educational planning is proceeding with the appropriate administrative personnel of the University of Wisconsin and members of the CCHE staff. Several factors have been involved in considerations leading to the establishment of final and complete academic and facilities plans for the two new four-year campuses.

Some of these factors include:

1. The very recent availability of major administrative appointees on the two new campuses. Chancellor Weidner assumed full responsibilities on February 15. As the new campuses should complement one another in their special fields, academic plans for the two campuses cannot proceed independently.
2. Continued diverse and special interests recommend actions concerning possible major missions of the two campuses.

   a. Should either or both of the new campuses concentrate a major effort toward the development of a technological emphasis?
   b. In view of the continuing expansion of the Stout and Platteville programs, is there a need for additional concentration upon major efforts in the preparation of faculty for vocational, technical, and adult schools?
   c. Are additional schools of education necessary? With eleven public universities offering both graduate and undergraduate degrees in education plus the several excellent teacher preparation programs in state private colleges, the CCHE

staff questions the need for additional major emphasis in this field on either of the new campuses.

   d. Are more traditional business administration programs needed in Wisconsin?

3. Continuing discussion of the funds to be made available for facilities. The CCHE staff recognizes that part of the delay in facilities planning may have resulted from the lack of more detailed academic plans but each factor has a reciprocal effect upon the other.
4. Continued discussion concerning the time schedule for beginning freshman-sophomore work and other special features. The CCHE has consistently supported the early development of the third- and fourth-year campuses to full four-year status.
   a. What existing branch campuses will be closed? Certain programs can be justified on efficiency grounds if substantial enrollments are assured.
   b. At what point would graduate work, extensive public service, adult education, and research functions be implemented?

Despite these difficulties and those involved in enrollment projections for new campuses, considerable progress is being made in cooperative academic planning and the tempo of such efforts is expected to increase in the immediate future.

The CCHE continues to endorse the provision of quality and diverse educational opportunities on each major campus consistent with sound educational and financial considerations. "The CCHE believes that liberal arts work is central to collegiate education. Existing liberal arts programs shall be maintained and strengthened at institutions where these programs are now offered and educational opportunities in the liberal arts should be extended throughout the state as equally as possible." The major focus of these campuses in their initial stages will be to provide excellent and unique academic programs at the undergraduate level and the public service and research concentration as appropriate to such developing institutions. A continuing re-evaluation of the state needs for additional graduate programs and the readiness of University of Wisconsin-Parkside and University of Wisconsin-Green Bay to provide such a level of work should be undertaken by the CCHE staff in cooperation with the University of Wisconsin. In the beginning stages, both UW-Parkside and UW-Green Bay would establish, as a minimum, an undergraduate core curriculum in the sciences, the social sciences, and the humanities. The CCHE staff recommends a continued close liaison with University of Wisconsin staff in the development of an effective academic program adapted to area and state needs.

The following discussion will attempt to identify institutional curricular developments in the several areas deemed most appropriate to a new four-year campus operation. Adjustments in academic planning will continue as further fiscal and policy decisions are forthcoming. Needed flexibility is provided in the modest facilities that will be provided initially and the more discriminate and final decisions will be made over the next several biennia.

Liberal Arts

Each institution should provide the strong, comprehensive liberal arts base prerequisite to the development of excellence in any collegiate academic program. The CCHE staff continues to support the central rationale for establishing the two new four-year campuses: to provide excellent liberal arts educational opportunities on a regional basis for students within a radius of 50-75 miles and on a commuting basis to as great a number as possible in order to decelerate the growth at area institutions. To achieve such purposes, some program duplication is both necessary and desirable. Except in the creation of professional schools and a few courses which may evolve as a result of unusual faculty strengths or resources, all universities, particularly in their initial development, follow similar curricular patterns. There continues to be a great need for graduates from strong liberal arts programs and the CCHE endorses the position that achieving such excellence in the liberal arts should not be neglected. While specific details and decisions concerning the scope of each major program must await further staffing, faculty involvement, Board of Regents and CCHE action, academic concentrations should be developed in the following traditional liberal arts fields:

1. Biological Sciences (Biology)

2. English
3. Fine Arts (Art, Music, Speech)
4. Modern foreign languages (French, German, Spanish)
5. Geography
6. Mathematics and statistics
7. Philosophy
8. Physical Sciences (Chemistry, Physics)
9. Psychology
10. Social Sciences (History, Political Science, Sociology, and Anthropology)

In addition, a physical education program serving the needs of the total student body should be developed at each institution.

Teacher Education

Past CCHE policy has encouraged the continued expansion of teacher education programs. In response to recognized needs, the public universities as well as the private colleges have expanded and strengthened their teacher preparation curricula at both the undergraduate and graduate level. In light of these recent developments and projected long-range plans of the several institutions, the CCHE staff does not believe that a concentration in teacher education at the school level is warranted on either of the two new campuses. However, these campuses should provide, through their strong liberal arts curriculum and a Department of Education, the opportunity for students to prepare for careers in education, particularly at the secondary level.

Specialized Curricular Features

The University of Wisconsin, in cooperation with the CCHE, is seeking to identify unique roles each of the new campuses may fulfill in the evolution of a state plan for higher education. Excellence and appropriate diversity at an institution, as well as at a state level, is desirable, and distinctive peaks of excellence should develop on each new campus. The University of Wisconsin and the CCHE are in the process of identifying distinctive missions for each institution. Academic features of each campus would include:

University of Wisconsin-Green Bay

1. Focus upon the needs, problems, and phenomena of the Northern Great Lakes region
2. Four major theme colleges, based heavily upon liberal arts disciplines
    a. Physical environment
    b. Regional and community development
    c. Human biology and welfare
    d. Artistic creativity and communications
3. Applied anthropology related to area problems
4. School of business and public administration with particular attention to northeastern Wisconsin (paper industry, food processing, transportation, communications, small business, state and local government, regional planning).

University of Wisconsin-Green Bay will be a single University with four campuses, with headquarters at Green Bay and centers in Marinette, Fox Valley, and Manitowoc.

University of Wisconsin-Parkside

1. Higher education as related to the problems of an industrial society
2. School of Modern Industry (engineering mechanics, industrial engineering, mechanical engineering, computer science, industrial organization and management, accounting, finance, marketing, transportation, labor history, economics)
3. College of Science and Society (the largest of the administrative units, it will embrace the sciences, humanities, and social sciences, as well as pre-professional programs)
4. Applied industrial research

Students and Faculty

In order to serve the primary function of these institutions, careful attention must be given to attracting a strong teaching faculty and an effective administrative staff. Key administrators and faculty should be recruited as soon as possible to provide the lead time in total educational planning required in such an undertaking. Budgetary support should be provided to enable the institutions to attract an unusually strong and balanced faculty, consisting of tenured professors and associate professors, as well as junior staff members.

Students will undoubtedly become more involved in educational planning as related to their particular needs. A strong and aggressive testing, guidance, and counseling staff must become an integral part of early campus planning.

A student-faculty ratio of 16-1, which is the same as found in the U.W. Center System, is recommended by the University of Wisconsin for determining staffing requirements. Faculty needs for the two new campuses are directly related to the number of students and the policy concerning student-faculty ratio. Present enrollment and faculty projections are sufficient for planning purposes if certain basic assumptions are accepted:

1. Present legislative and policy decisions are followed concerning date and scope of opening.
2. Quality concepts will require, at least at the initial stages, a 16-1 student-faculty ratio.

Physical Facilities

Neither new institution can be expected to meet space utilization guidelines within a short time after opening, as any "university" must have available to its students certain basic resources, irrespective of enrollment, if it is expected to assume higher educational responsibilities. In addition to unspecialized conventional classrooms of various sizes, certain more specialized facilities should be available upon opening:

- A basic library with minimum holdings of 50,000 volumes and the facilities and space required for students to utilize such a resource. Provision must be made to expand the holdings rapidly to meet projected enrollments, as well as qualitative factors.
- Learning center (possibly combined with library) with basic films, recordings, slides, audiotapes, and possibly kinescopes and programmed instruction courses.
- Modern, well-equipped science laboratories in the biological and physical sciences (Biology, Chemistry, Physics, Geography, Geology).
- Well-equipped language laboratories.
- Student health clinic.
- Testing, guidance, and counseling center.
- Administrative and faculty offices.
- Computer center.
- Educational television and instructional television potential.

Special Innovative Features

It is recommended that the unique educational opportunities provided by the opening of new university campuses will not be lost through undue concentration upon limited opening enrollments. It is expected that both institutions will respond to the challenge by incorporating the best from existing successful universities and at the same time remain in the vanguard of academic innovation. Some educational innovations planned for one or both of the new campuses include:

- Self-pacing, elimination of "normal load" concept and class distinctions (freshman, sophomore, junior, senior).
- Independent study and credit by examination.
- Written analysis of students, rather than normal "grades."
- Physical education aimed at fitness and health for total student body and the development of individual skills and interests to keep students physically active throughout life.
- Off-campus work experiences.
- Interdisciplinary approaches (theme colleges) in direction of emphasis and combination.
- Close proximity of faculty offices.

To summarize, the following specific curricular patterns and related features are recommended for both new campuses:

1. A strong liberal arts core of undergraduate majors to be implemented as soon as possible.
2. A professional emphasis in education. Education courses should be available to enable a student to meet the certification requirements for a degree in secondary education.
3. A traditional and a distinctive emphasis in business administration. In addition to strong programs in economics and business, each campus should develop a distinctive excellence in discrete areas of business administration: Parkside an industrial emphasis and Green Bay a specialization in small business and natural resources.
4. An initial student faculty ratio of 16-1, to be reevaluated as campus enrollments become sufficient for the efficient utilization of staff.
5. Well-equipped libraries and laboratories for the sci-

ences, for the foreign languages, and for the study of statistics, instructional media centers, closed circuit television potential, physical education facilities, student service center, computer center, specialized art and music spaces, and faculty offices.

The CCHE staff continues to support the purposes assigned to the new institutions at the time of authorization and would encourage academic planning to fulfill these goals. In addition, areas of specialization proposed by the respective institutions are encouraged as they appear responsive to regional and state needs and institutional responsibilities.

Schedule for Opening and Related Facilities Decisions
Chapter 259, Laws of 1965, provided for the establishment of two new University of Wisconsin campuses in northeastern Wisconsin and the Racine-Kenosha areas. They were to be developed gradually beginning with third or third- and fourth-year academic work. Subsequently, sites were selected at Green Bay and Parkside. The statute also directed the Coordinating Committee to formulate a plan and schedule for the development and implementation of the two institutions. The CCHE has previously approved two statements in partial fulfillment of this charge. They are Paper #53, 1965, prepared at the request of the Statutory Site Selection Committee to clarify policies which might affect site selection, and Paper #45, 1966, which established general guidelines for campus development.

Paper #45, 1966, recommended that every effort be made to open the campuses in the fall of 1969, providing initially a third or third- and fourth-year institution in accord with statutory requirements. It was contemplated that freshman and sophomore courses would continue to be offered in the existing Green Bay, Racine, and Kenosha Centers until the two new campuses are developed into four-year institutions.

The CCHE continually has expressed concern that campuses restricted to third- and fourth-year programs can fulfill their stated purposes effectively, but recognizes that the institutions may not begin as full universities without modification of the statutes. In both of its policy statements referred to above, the Coordinating Committee emphasized the importance of integrating first- and second-year operations with upper division work in order that the primary objectives of the newly authorized institutions be fulfilled. These objectives call for four-year collegiate opportunities on a regional and commuting basis and the deceleration of the growth rate at Madison, Whitewater, Oshkosh, and Milwaukee. Because of this concern, the CCHE recommended early development of a full four-year opportunity at each of the new campus sites.

To advance the integration of programs as soon as possible, the University of Wisconsin plans to place the Racine and Kenosha centers under the administrative direction of the Chancellor at Parkside and the Green Bay, Marinette, Menasha and Manitowoc centers under the direction of the Chancellor at Green Bay.

In June, 1966 the Coordinating Committee recommended that UW-Parkside and UW-Green Bay be expanded to four-year campuses by admitting freshmen beginning in 1971 and that the transition to full four-year campuses should be completed by 1975. At that time, the Green Bay and Kenosha centers would discontinue freshman and sophomore operations.

In order to facilitate the development of these campuses, a request was made by the CCHE for an initial biennium building program of $28,500,000. This amount was requested to provide facilities for certain basic educational functions when the new campuses would open in 1969 and to provide facilities to meet enrollment needs through 1971. Campus master planning funds of $400,000 have been allocated by the Building Commission. The Building Commission later recommended that $12,820,000 be appropriated in the 1967-69 biennium, basing its recommendations on the small projected opening enrollment as third- and fourth-year campuses. The Commission also recommended that detailed planning funds be provided to speed development of the proposed 1969 supplementary biennial building program which would need to be ready in the fall of 1971.

Considerable discussion has ensued in the past several months concerning the proposed level of facilities funding and the possibility of alternatives to the schedule for opening. The alternatives include:

1. That plans continue to open with third- and fourth-year students in 1969, admit freshmen in 1971, and discontinue first- and second-year work in the Kenosha and Green Bay centers in 1974 or 1975. This has been approved by the CCHE.
2. That the new campuses start with third- and fourth-year students in 1969, but admit freshmen and sophomores in 1970. Under this plan the Green Bay, Kenosha, and Racine centers would discontinue first- and second-year work in 1970.
3. That because some doubt has been expressed about facilities being ready in 1969, the statutes should be changed to permit opening the campuses as full four-year institutions in 1970 and to close the Green Bay, Kenosha, and Racine centers in 1970.

With appropriate concern for educational opportunities, excellence of program, diversity of opportunity for students, and efficiency in the new campuses, the CCHE staff has continued to study all of these possible alternatives. The staff also has continued to review the implications of the current statute as it might affect future development in order to seek modification if necessary to assure maximum effectiveness of the educational program on the new campuses.

Concurrently, Brown and Kenosha counties have proceeded to acquire the approved sites for the campuses. One site has been largely transferred to the state. While some difficulties have been encountered, it has been anticipated that the other soon will be secured so that construction can be started as funds are made available on July 1, 1967. Both sites must be acquired immediately in order to avoid any postponement of construction on this account.

The CCHE staff believes that the state and its young people will be best served if the campuses develop into four-year institutions at the earliest possible date. This concept would permit the initial development of a much more comprehensive physical facility and a broader academic base. **It is recommended that current plans be modified and that alternative #2 be adopted.** Planning would thus proceed on the basis of a 1969 opening, but with an initial authorized building program to provide for four-year institutions in 1970, the earliest possible date under existing law. The recommended planning date thus is in line with 1970 goals used in planning facilities for all other campuses. It is desirable to continue to strive for at least a third-year opportunity in 1969, providing transfer opportunities for center students, since both of these areas are in urgent need of additional educational opportunities at the earliest possible date.

Instead of planning for 1970 enrollments with third- and fourth-year campuses with only 477 students at Parkside and 826 at Green Bay, we would, on the basis of preliminary estimates, project the Green Bay enrollment to approximately 2,100 and Parkside to 3,000. Further detailed review will have to be made of the estimates as well as the effect of the change in plans on enrollments at existing campuses.

The enrollment figures herewith submitted assume a very limited housing program, at least in 1970. One of the major purposes of the institutions is to provide commuting opportunities, but some housing will be necessary to accommodate students in the area who are beyond commuting range. In addition, it is anticipated that these institutions will offer some unique educational programs available to Wisconsin students only in these locations.

The Facilities Subcommittee of the CCHE has asked the staff, in conjunction with the operating systems, to conduct a comprehensive study of student housing needs and the impact on institutional planning. The study is now under way and long-range housing needs and plans for the two campuses will be developed as part of that study.

Enrollments of this magnitude will, of course, require a substantial increase in authorizations over and above the Building Commission recommendation, but will also reduce concern about overbuilding.

Most important, however, is the development of the institutions to four-year status at an earlier date and the resulting service to the people of the area and state.

The staff believes that it is in the best interests of the area to discontinue first- and second-year offerings at Green Bay, Racine, and Kenosha as soon as possible, preferably in 1970, and to concentrate efforts in a top quality, four-year educational institution in 1970. The Center facilities are reasonably new and can be well used to meet other educational needs of the areas, particularly adult and continuing education since these are rapidly growing, urban population centers. Recent population estimates made by the University of Wisconsin's Department of Rural Sociology attest to the future needs of the areas.

Previously, the CCHE recommended that the complete transition to four years be completed by 1975 and that the Green Bay and Kenosha centers close by that date and that the Racine Center continue to operate. It is obvious from the enthusiasm in both Racine and Kenosha, and the proximity of both cities to the new campuses that a single four-year educational institution would best meet the needs of the area. Center enrollment at Racine probably would be very low and the Racine Center is ideally located to be used for continuing education.

Recognizing that the centers are the property of local governments, **the staff recommends that the local units, the CCHE, and University of Wisconsin jointly study how these valuable facilities would best meet educational needs of the areas.**

Space Need under the Proposal

Enrollments of the size projected allow the use of applicable building guidelines in some relatively standard areas including classrooms, teaching laboratories, and office space and at the same time the use of the minimum module concept. The initial academic program, as outlined elsewhere in this paper, emphasizes the development of a basic foundation curriculum. There would not appear to be many unique and unusual space needs in the initial building program except as required by new learning techniques and innovations in the campus master plan.

Planning has assumed that flexibility will be employed in developing methods for meeting space needs. All plans point to the high priority of the construction of libraries for the new campuses. All over the state new libraries are being built considerably beyond immediate need in anticipation of long-range growth; however, in the interim the surplus space is easily adaptable to use for offices and general classrooms. Likewise surplus laboratory space is used as general classroom space temporarily. As enrollment and curriculum develop, construction programs for following bienniums provide necessary specialized space.

The initial building requests included some auxiliary enterprise space (primarily food service) which could not be initially funded by student fees due to the extremely low enrollments. The newly-projected enrollments would provide enough enrollment base to fund the auxiliary service area from student fees as is the case in all other institutions.

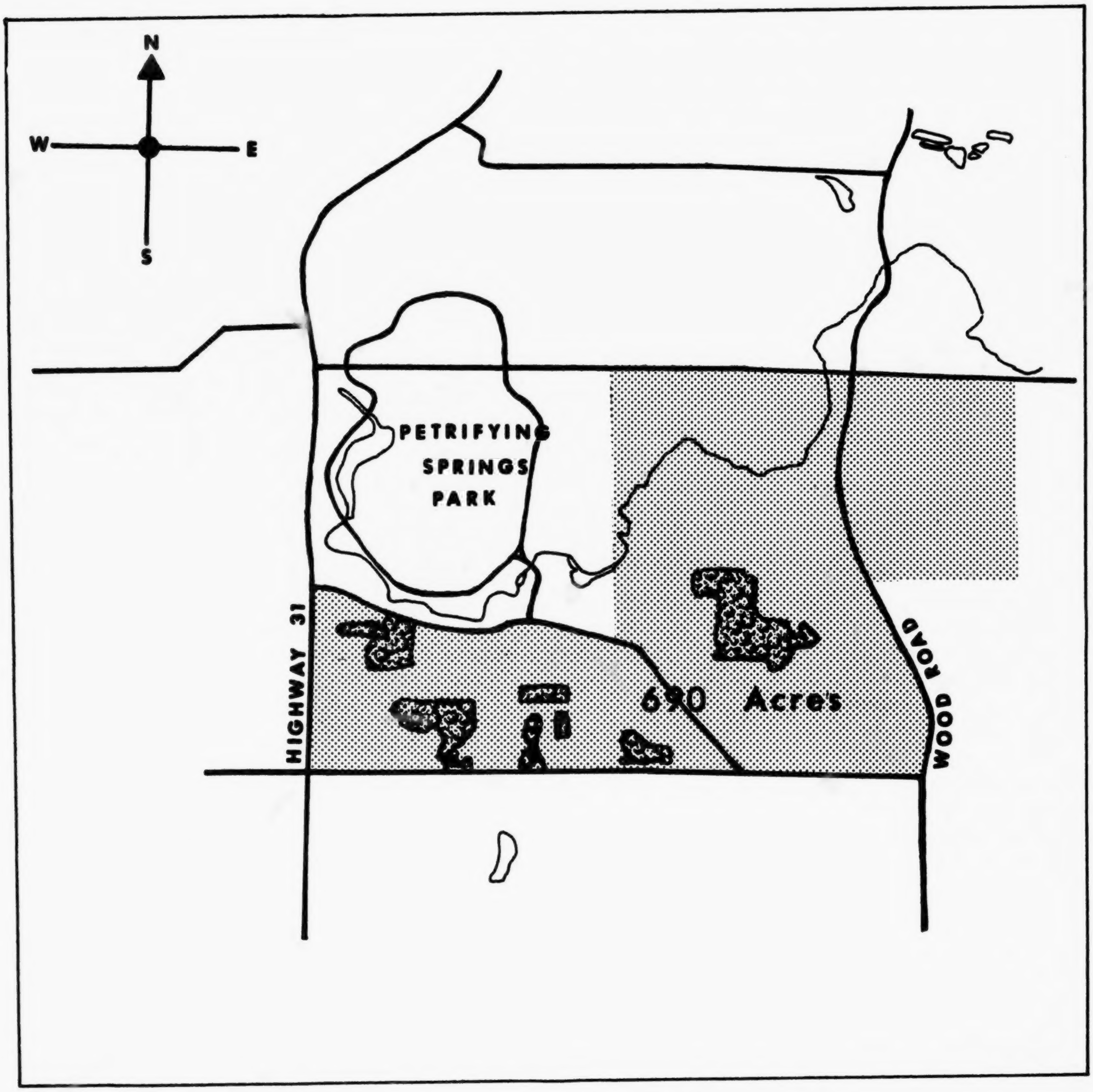
The over-all higher education building program recommended by the Building Commission and being considered by the Legislature is intended to provide space necessary for 1970 enrollments and would provide space ranging from 65 assignable sq. ft. per student to 113 sq. ft. per student for instructional, non-instructional, and auxiliary enterprise (student center) space for 10 existing four-year institutions. These figures are exclusive of the University of Wisconsin, Madison which has a great deal of public service and research space and is not comparable to any other institutions in the state.

Planning guidelines for initial building programs at the new campuses should bear some comparability to other space allocations within the state, but allow for flexibility to accommodate a growing curriculum and recognize that efficiency in space use will improve as enrollments grow.

It is recommended that a general guideline of 120 assignable sq. ft. per student (including auxiliary space for food services, etc.) be used in developing the over-all space needs using the new enrollment proposal. This is the guideline applied by the Building Commission in its current recommendation for the new campuses. Space requirements for 1970 would be 252,000 sq. ft. in Green Bay and 360,000 sq. ft. at Parkside. It is recognized that the space per student required in future years will decrease. If current experience is used as a bench mark, the following general allocations of space

Parkside Campus of the University of Wisconsin

The site for the new UW-Parkside campus, shown above, is located between Racine and Kenosha on Highway 31.


N
W
E
S
PETRIFYING SPRINGS PARK
HIGHWAY 31
690 Acres
WOOD ROAD

per student might be applicable:

Direct Instruction	60 sq. ft.
Classrooms, laboratories, library, other instructional space	
Faculty and staff offices	11 sq. ft.
Physical education	15 sq. ft.
Other non-instructional space	16 sq. ft.
Auxiliary services	18 sq. ft.
	120 sq. ft.

This paper makes no attempt to place a dollar cost on these space estimates since this requires engineering and architectural expertise which is properly a function of the Bureau of Engineering in cooperation with the operating system. Currently the Bureau, the University of Wisconsin, and the Building Commission are reviewing the proper level of unit cost applicable to the new campuses. The staff can only recommend that the unit costs finally developed be consistent with good construction and program need.

In summary, the staff of the CCHE submits the following recommendations:

1. **That the CCHE approve the opening of third- and fourth-year campuses in 1969 as originally recommended, but that freshmen and sophomores be admitted in 1970, and that the University of Wisconsin study and recommend to the CCHE the future use of the Green Bay, Kenosha, and Racine Centers.**

2. **That the Building Commission be requested to review its recommendations on the basis of the new proposal and approve a request for an initial building program of 252,000 assignable sq. ft. for Green Bay and 360,000 assignable sq. ft. for Parkside. Necessary auxiliary space and housing should be funded from applicable receipts.**

University of Wisconsin-Parkside

A 690-acre site, adjacent to Petrifying Springs Park in Kenosha County, was recommended by the Governor's Statutory Site Selection Committee and approved by the Coordinating Committee and the State Building Commission for the UW-Parkside Campus. The site is three miles from the Kenosha Center and seven miles from the Racine Center, thus offering four-year educational opportunities to students living in both cities.

Irvin G. Wyllie, formerly Chairman of the History Department at the University of Wisconsin, Madison, has been named chancellor of the new campus.

University of Wisconsin-Green Bay

A 535-acre site on the eastern edge of the city of Green Bay was recommended by the Statutory Site Selection Committee for the new UW-Green Bay campus. The site has been approved by the Coordinating Committee and the State Building Commission. The new campus, which fronts on Highways 54 and 47 and has substantial bay frontage, is only three miles from the existing Green Bay Center. In addition to the 535 acres in the site, the state will be able to purchase up to an additional 220 acres of adjacent land if needed.

Edward Weidner, formerly Director of the Center for Developmental Change at the University of Kentucky, has been named chancellor of the new campus.

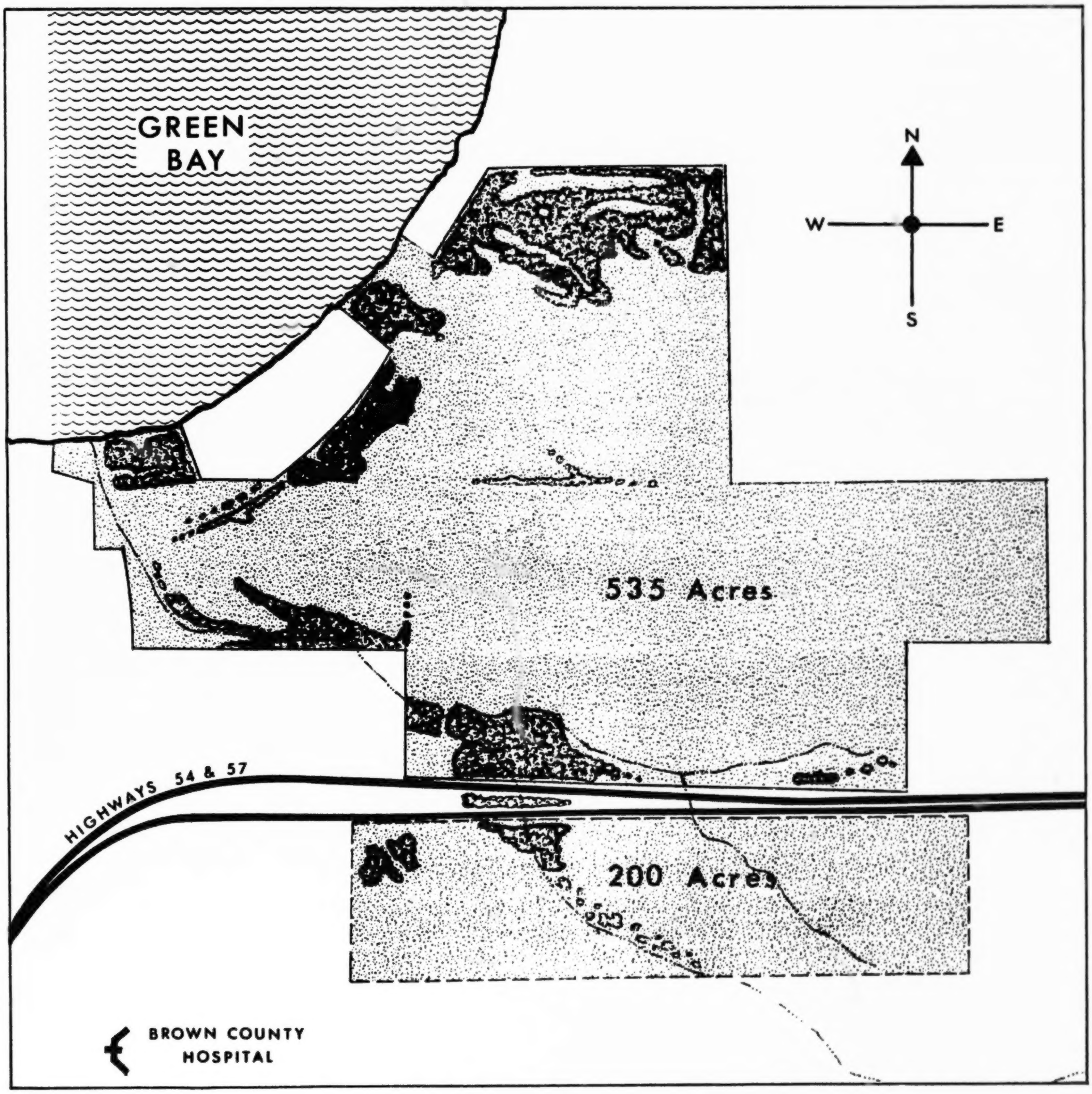
UW Center System

The first formal University of Wisconsin Center was established at Milwaukee in 1923. The UW Center System now includes 11 two-year campuses, including two opened last fall at Janesville (the Rock County Center) and Waukesha (the Waukesha County Center). Additional two-year Centers are planned for 1968 at Baraboo and West Bend. Lorentz H. Adolfson is chancellor of the Center System.

All the Centers offer a freshman-sophomore program of courses eventually leading to a general B.A. or B.S. degree. In addition, numerous pre-professional courses are offered in such fields as engineering, commerce, journalism, and nursing, to name a few of the areas, at each of the Centers. In the fall of 1966, the number of courses offered at nine of the Centers ranged from a high of 90 at the Green Bay Center to a low of 40 at the Marinette Center. (The Waukesha and Rock County Centers have not yet developed full course offerings, since the 1966 fall semester was their first semester of operation.) The number of subject areas offered at the nine Centers ranged from 21 to 31 in the fall semester.

Green Bay Campus of the University of Wisconsin

The site for the new UW-Green Bay campus, shown above, is located on the east side of the city of Green Bay, three miles from the existing Green Bay Center.

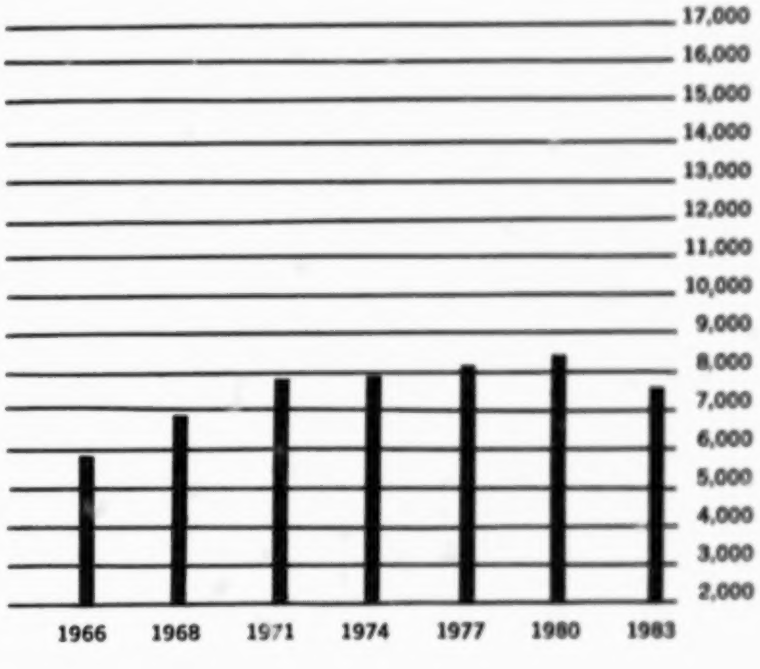

GREEN BAY
N
W
E
S
535 Acres
HIGHWAYS 54 & 57
200 Acres
BROWN COUNTY HOSPITAL

Coordinating Committee staff recommendations concerning the UW Centers and State University branch campuses are included in Section V, Part B, of this plan.

Fall, 1966 Enrollment

Total	5,911
Men	3,427
Women	2,484
New Freshmen	3,561
Faculty	**498**
1966-67 Operating Budget	**$5,602,443**

Projected Enrollment Growth
University of Wisconsin Center System



Rock County Center (Janesville)

Marathon County Center (Wausau)

Racine Center

Waukesha County Center (Waukesha)

Green Bay Center

Washington County Center

Kenosha Center

Marshfield Center

Fox Valley Center (Menasha)

THE
UNIVERSITY OF WISCONSIN
FOX VALLEY CENTER

Sheboygan County Center (Sheboygan)

Manitowoc County Center (Manitowoc)

B. The State Universities

The nine Wisconsin State Universities currently enroll over 44,000 students and have emerged, within the recent past, into the seventh largest university system in the United States. Eugene R. McPhee is director of the State Universities. Projections indicating total student enrollment of approximately 80,000 within the next decade impose further quantitative and qualitative demands upon the State Universities. The evolution of each of the nine institutions into university status requires the careful and controlled development of distinctive peaks of excellence on the several campuses. Such diversified and discriminate academic planning is both educationally sound and fiscally responsible. The Board of Regents of State Colleges and the CCHE staff agree that no developing institution can be all things to all students, but each must provide an academic program in the basic disciplines sufficiently broad to meet a range of undergraduate and graduate needs and professional aspirations.

The State Universities already participate in all three functions of a university: instruction, research, and public service. The major emphasis, however, remains in the classroom in "instruction-student services." A high degree of institutional and systems' support of the teaching function has attracted a strong teaching faculty. Research activities, while not extensive, are expanding under the encouragement of modest state, Federal, and private support. Most research is applied in nature and contributes significantly to the professional capabilities of the staff. Some research support is critical to the continued recruitment of additional strong faculty at the graduate level. **The CCHE staff recommends that the state financial support of the research function at the State Universities be substantially increased.** In the field of public service, the past decade has witnessed a growing emphasis on the part of the State Universities. Their strong faculties and excellent facilities have earned a growing respect from individuals and agencies seeking the public services an area university can provide.

Each of the State Universities has essentially completed the development of what may be called an "umbrella curriculum" at the undergraduate level. For example, each of the State Universities offers similar majors or minors in eleven basic academic fields. An additional 13 courses of study are available on any one of eight different campuses. Such a cluster of majors and minors is necessary to provide the basic liberal arts and sciences appropriate to any major college or university. Additional undergraduate majors on the several campuses will gain approval either as they fit into the concept of a basic umbrella curriculum or as they relate to particular strengths or academic missions of the individual institution.

The most significant State University development during the next 15 years will be the growth of graduate education, particularly at the Master's degree level. These institutions, with an important focus in the field of professional education, have developed highly successful Master's degree programs in teaching. Here again, some duplication of graduate programs in high demand fields has developed and is justified. Assuming legislative approval, M.A. and M.S. programs should evolve in most fields where M.S.T. authorization has already been granted. Further Master's degree evolution must be carefully studied to avoid unwarranted duplication and to capitalize upon institutional potential at the graduate level.

In response to a CCHE request, each State University has submitted a definition of its academic mission and has attempted to project its curricular plans for the next 15 years. These studied and comprehensive institutional long-range plans are on file with the CCHE and will be extremely valuable as background data for future academic long-range planning. As each State University proceeded independently in identifying program aspirations for a 15-year period, a considerable amount of duplication was to be expected. Neither the Board of Regents nor the CCHE staff has attempted individual evaluations of the new undergraduate and graduate programs included in the institutional plans. The programs listed for each campus on the following pages are curricular aspirations only and no CCHE endorsement is implied by the identification of possible fields of academic specialization. Each new program will be approved by the CCHE in accordance with campus priorities as it is demonstrated that it meets established criteria

Undergraduate Majors and Minors Offered at Wisconsin State Universities – 1966-67

All nine State Universities offer four-year degree programs in teacher education, all offer up to three years of credit work toward other professional degrees, and all except Stout award four-year liberal arts degrees. A number of specialized degree programs are offered. All the universities are authorized to award Master's degrees in education, and Superior offers a sixth year Specialist in Education degree.

SUBJECT AREA	EAU CLAIRE	LA CROSSE	OSH-KOSH	PLATTE-VILLE	RIVER FALLS	STEVENS POINT	STOUT	SUPE-RIOR	WHITE-WATER
ACCOUNTING	BOTH		MAJOR					BOTH	MAJOR
AFRICAN STUDIES			MINOR						
AGRICULTURE				BOTH	BOTH				
AMERICAN CIVILIZATION						BOTH			
AMERICAN STUDIES					BOTH				BOTH
ART	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH
ART EDUCATION	BOTH	BOTH			BOTH		BOTH	BOTH	BOTH
ASTRONOMY			MINOR						
AUDIO-VISUAL EDUCATION		MINOR							
BIOLOGY	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	MINOR	BOTH	BOTH
BUSINESS ADMINISTRATION	MAJOR	MAJOR	MAJOR	BOTH	BOTH	MAJOR	MAJOR	BOTH	MAJOR
BUSINESS ADMIN/ECONOMICS				MAJOR	MAJOR				
BUSINESS EDUCATION	BOTH					MAJOR		BOTH	MAJOR
BUSINESS MANAGEMENT			MAJOR					BOTH	MAJOR
CHEMISTRY	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	MINOR	MINOR	BOTH
CONSERVATION						BOTH			
DISTRIBUTIVE EDUCATION									MAJOR
EARTH SCIENCE				MAJOR	BOTH				
ECONOMICS	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH		BOTH	BOTH
ELEMENTARY EDUCATION	MAJOR	MAJOR	MAJOR	MAJOR	MAJOR			MAJOR	MAJOR
ENGLISH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	MINOR	BOTH	BOTH
ENGINEERING, CIVIL				MAJOR					
ENGINEERING, MINERALS				MAJOR					
FINANCE		MAJOR	MAJOR						MAJOR
FRENCH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH		BOTH	BOTH
GENERAL SCIENCE	MAJOR	BOTH		MAJOR	BOTH	BOTH			MAJOR
GEOGRAPHY	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH		BOTH	BOTH
GEOLOGY	MINOR		BOTH	BOTH	MINOR			BOTH	
GERMAN	BOTH	MINOR	MINOR	MINOR	BOTH	BOTH		BOTH	BOTH
GUIDANCE AND COUNSELING					MINOR			MAJOR	
HEALTH EDUCATION		MINOR	MINOR		MINOR				
HISTORY	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	MINOR	BOTH	BOTH
HOME ECONOMICS				MINOR		BOTH	MAJOR		
HOME ECONOMICS EDUCATION							MAJOR		
HUMANITIES					BOTH				
INDUSTRIAL EDUCATION				BOTH	MINOR		MAJOR		
INDUSTRIAL TECHNOLOGY				MAJOR			MAJOR		
INTERNATIONAL STUDIES			MAJOR						
JOURNALISM	BOTH	MINOR	MINOR	MINOR	BOTH		MINOR	MINOR	MINOR
JUNIOR HIGH EDUCATION	MAJOR	MAJOR	MAJOR	MAJOR	MAJOR			MAJOR	
LATIN	MINOR		BOTH						
LATIN AMERICAN STUDIES	MAJOR					MINOR			BOTH
LIBRARY SCIENCE	MINOR	MINOR	BOTH	MINOR	MINOR	MINOR		MINOR	MINOR
MANUAL ARTS THERAPY				MAJOR			MAJOR		
MARKETING			MAJOR					MAJOR	MAJOR
MATHEMATICS	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	MINOR	BOTH	BOTH
MATHEMATICS - PHYSICS	MAJOR				BOTH				
MEDICAL TECHNOLOGY	MAJOR	MAJOR	MAJOR	MAJOR	MAJOR	MAJOR		MAJOR	MAJOR
MENTAL RETARDATION	BOTH		MAJOR						MAJOR
MUSIC	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH		BOTH	BOTH
MUSIC EDUCATION	BOTH	BOTH		BOTH	BOTH				MAJOR
NATURAL SCIENCE			MAJOR		BOTH				
NURSING	MAJOR		MAJOR						
PHILOSOPHY	MINOR	BOTH		MINOR		MINOR			MINOR
PHYSICAL EDUCATION, MEN	MINOR	BOTH	MINOR	MINOR	MINOR	MINOR		MINOR	MINOR
PHYSICAL EDUCATION, WOMEN	MINOR	BOTH	BOTH	BOTH	BOTH	BOTH		BOTH	MINOR
PHYSICAL SCIENCE	MAJOR	MAJOR							
PHYSICS	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	MINOR	BOTH	BOTH
POLITICAL SCIENCE	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH		BOTH	BOTH
PRE-SCHOOL EDUCATION							MAJOR		
PSYCHOLOGY	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	MAJOR	BOTH	BOTH
RECREATION		BOTH							
RUSSIAN			MINOR			MINOR			
RUSSIA - E. CENTRAL EUROPE						MINOR			
SAFETY				MINOR			MINOR		MINOR
SECRETARIAL ADMINISTRATION								MAJOR	MAJOR
SOCIAL SCIENCE	MAJOR	BOTH	MAJOR	MAJOR	BOTH	BOTH		MAJOR	MAJOR
SOCIOLOGY	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	MINOR	BOTH	BOTH
SPANISH	BOTH	BOTH	BOTH	MINOR	MINOR	BOTH		BOTH	BOTH
SPEECH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH	MINOR	BOTH	BOTH
SPEECH AND HEARING THERAPY			MAJOR						
SPEECH CORRECTION	MAJOR				MAJOR				
VOCATIONAL EDUCATION							MAJOR		

and fits identifiable campus missions. These plans remain provisional, directional and viable as they must adapt to the dynamic and changing nature of higher education in Wisconsin.

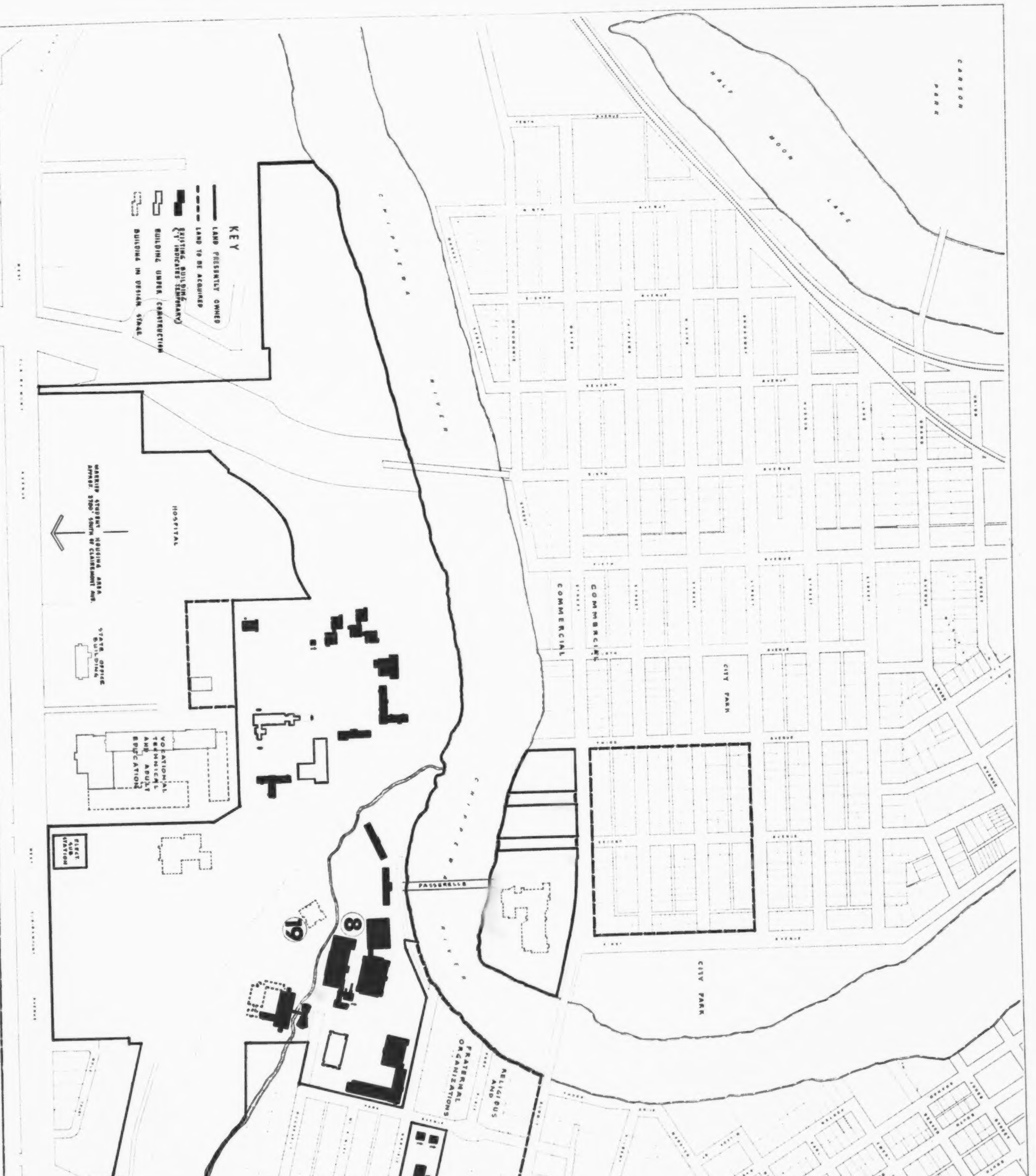
The desire for additional professional schools in such fields as law, engineering, forestry, and veterinary medicine was cited in several plans. Such major policy decisions have not been sufficiently studied by the CCHE staff, the Board of Regents, or the University involved to allow even a tentative decision. While several State Universities and the Board of Regents indicate their readiness to undertake the establishment of professional schools as necessary, such proposals are not included in the following summary of institutional curricular aspirations.

Table XI

1966-67 WSU Graduate Programs

	Eau Claire	La Crosse	Osh-kosh	Platte-ville	River Falls	Stevens Point	Stout	Supe-rior	White-water
GENERAL AREAS									
Language, Literature, Speech	X	X	X	X	X	X		X	X
History-Social Science	X	X	X	X	X	X		X	X
Mathematics-Science	X	X	X	X	X			X	X
Elementary Education	X	X	X	X	X	X		X	X
SPECIAL AREAS									
Agriculture				X	X				
Art								X	
Audio-Visual Communications							X		
Business Education	X							X	X
Communication Disorders	X								
Counseling and Guidance			X	X	X		X	X	
Home Economics							X		
Industrial Education				X			X		
Junior High Education	X								X
Mental Retardation	X		X						X
Music	X		X	X		X		X	X
Physical Education		X							
Reading			X						
School Administration								X	
School Business Management									X
School Psychological Services	X				X			X	
School Supervision								X	
Specialist in Education (6 year)								X	
Teaching of Emotionally Disturbed		X							
Vocational Education							X		

Campus of Wisconsin State University-Eau Claire
A library addition (8) and a nursing building (19) have been approved by the Coordinating Committee and the Building Commission for the 1967-'69 biennium.


KEY
LAND PRESENTLY OWNED
LAND TO BE ACQUIRED
EXISTING BUILDING ('T' INDICATES TEMPORARY)
BUILDING UNDER CONSTRUCTION
BUILDING IN DESIGN STAGE
HOSPITAL
MARRIED STUDENT HOUSING AREA APPROX. 2700' SOUTH OF CLAIREMONT AVE.
STATE OFFICE BUILDING
VOCATIONAL TECHNICAL AND ADULT EDUCATION
ELECT. SUB STATION
CHIPPEWA RIVER
HALF MOON LAKE
CARSON PARK
COMMERCIAL
CITY PARK
PASSERELLE
RELIGIOUS AND FRATERNAL ORGANIZATIONS
8
19

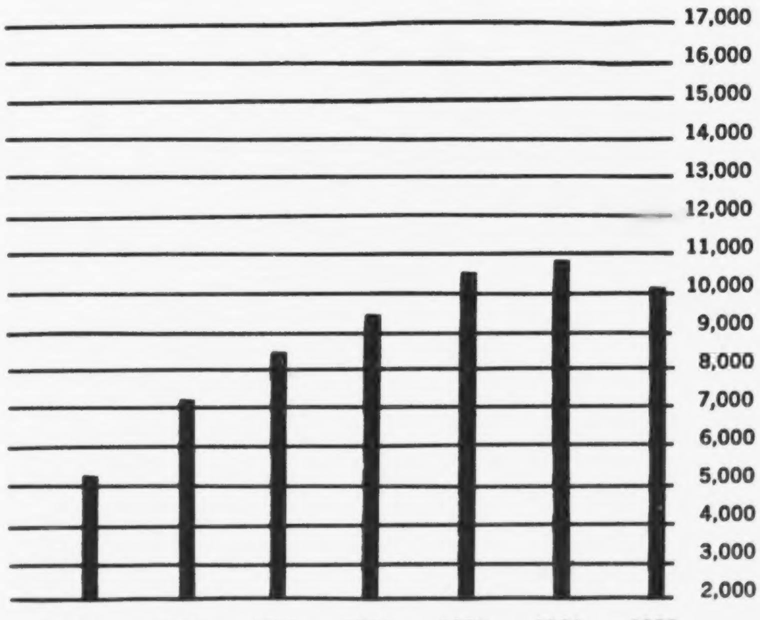
Eau Claire

Wisconsin State University-Eau Claire, situated on a 400-acre campus on the banks of the Chippewa River, is the youngest of the State Universities. The school opened its doors in 1916 to a student body of 159 and a faculty of 20. WSU-Eau Claire has since grown to an enrollment of 5,326 (fall, 1966), with 335 faculty members. Leonard C. Haas has been Eau Claire's president since 1959.

Included in the total number of acres at WSU-Eau Claire is the 200-acre Putnam Park, a gift from the city of Eau Claire in 1958.

Majors are offered in 34 undergraduate areas and graduate programs in ten areas. A journalism major was introduced in September, 1966, and Eau Claire's School of Nursing, which opened in 1965, offers the first baccalaureate degree nursing program in northwestern Wisconsin. The School of Nursing is now one of two such programs in the State University system. WSU-Eau Claire is the only State University offering a graduate program in the field of communication disorders.

Projected Enrollment Growth
Wisconsin State University-Eau Claire



Fall, 1966, Enrollment:

Total	5,326
Men	2,671
Women	2,655
New Freshmen	1,743
Graduate Students	163
Faculty	335
(109 with doctorates)	
1966-67 Operating Budget	$8,037,302

Eau Claire
Distinctive Features and Areas of Specialization

A comprehensive liberal arts curriculum with emerging programs in paramedical and business fields.

Selected Academic Aspirations

1967-1971

Undergraduate
Fine Arts (BFA)
Social Work
Public Administration
Scandinavian Studies
Environmental Science
Finance
Marketing
Data Processing
Five-Year Programs in
  Teacher Education
Selected Paramedical
  Fields

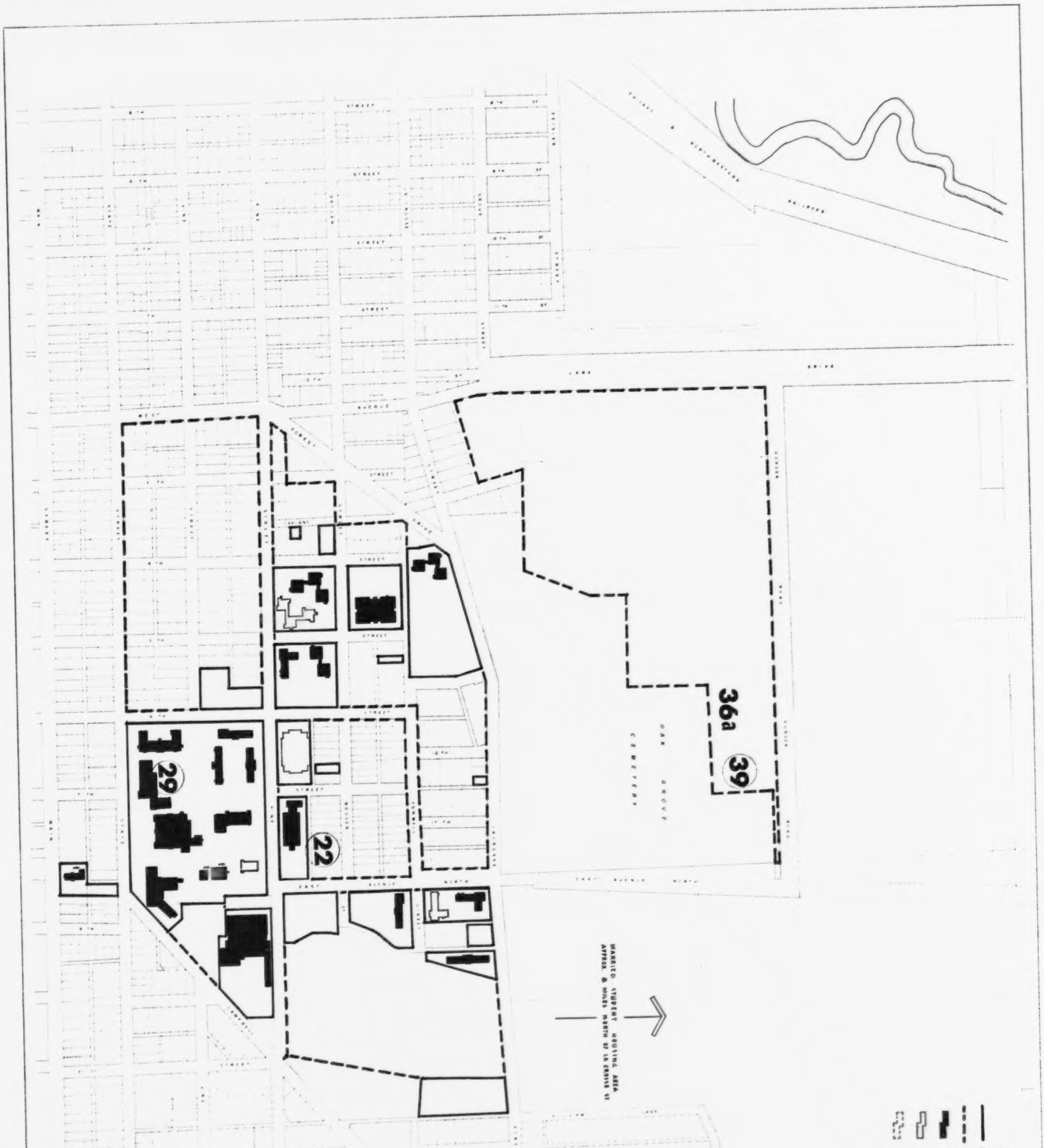
Graduate
Social Work (MSW)
Library Science
Art (MFA)

1971-1981

Undergraduate
Secretarial Administration
Middle East Studies
Insurance
Risk Management
Water Science
Air Science
Bio-Ecology

Graduate
Business Administration
  (MBA)
Foreign Languages
Medical Technology
Music
Junior College Teachers
Learning Theory
Comparative Education

Campus of Wisconsin State University-La Crosse
A science addition (22), the conversion of old library space (29), a new maintenance building (36a), and a new central stores building (39) have been approved by the Coordinating Committee and the Building Commission for the 1967-'69 biennium.

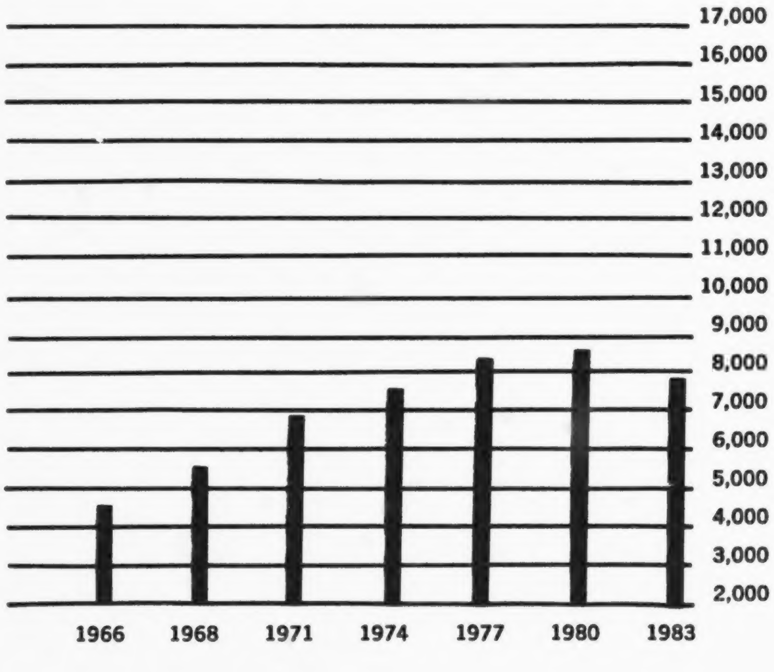

29
22
36a
39
OAK GROVE CEMETERY
EAST AVENUE NORTH
CHICAGO & NORTHWESTERN RAILROAD
LAKE DRIVE
MARRIED STUDENT HOUSING AREA
APPROX. [illegible] MILES NORTH OF LA CROSSE ST
KEY
LAND PRESENTLY OWNED
LAND TO BE ACQUIRED
EXISTING BUILDING ("T" INDICATES TEMPORARY)
BUILDING UNDER CONSTRUCTION
BUILDING IN DESIGN STAGE

La Crosse

Wisconsin State University-La Crosse was established in 1909 as the La Crosse State Normal School with an enrollment of 176 students. Today 4,514 students are enrolled at the 37-acre campus on the east side of La Crosse. Dr. Samuel G. Gates became president of the school in 1966, succeeding Dr. Rexford S. Mitchell, president since 1939.

While physical education has been a specialty at WSU-La Crosse for the past 50 years, the University has become a multi-purpose institution. The School of Letters and Sciences is now the largest and fastest growing of the three undergraduate schools. The other two are the School of Teacher Education and the School of Health-Recreation-Physical Education. The Health-Recreation-Physical Education School has more than 1,000 majors, one of the largest enrollments in a specialized area within the entire State University system. WSU-La Crosse is the only State University offering a major in recreation and the only one offering a minor in audio-visual education. La Crosse offers majors in 30 undergraduate areas and graduate programs in 6 areas.

Projected Enrollment Growth
Wisconsin State University-La Crosse



Fall, 1966, Enrollment:

Total	4,514
Men	2,452
Women	2,062
New Freshmen	1,432
Graduate Students	154
Faculty	292
(77 with doctorates)	
1966-67 Operating Budget	$7,511,156

La Crosse
Distinctive Features and Areas of Specialization

Nationally recognized undergraduate and Master's degree programs in health and physical education.

Selected Academic Aspirations
1967-1971

Undergraduate
Social Work (BSW)
Fine Arts (BFA)
Pre-School Child
Computer Science
Junior High School Teaching
Accounting
Insurance
Marketing
Russian
Anthropology
Medical Physics
Journalism
Statistics
German

Graduate
Business Administration (MBA)
Audio Visual
Music
Art and Art Education
Student Personnel Services
Learning Specialist
School Psychology
Applied Mathematics
Clinical Psychology

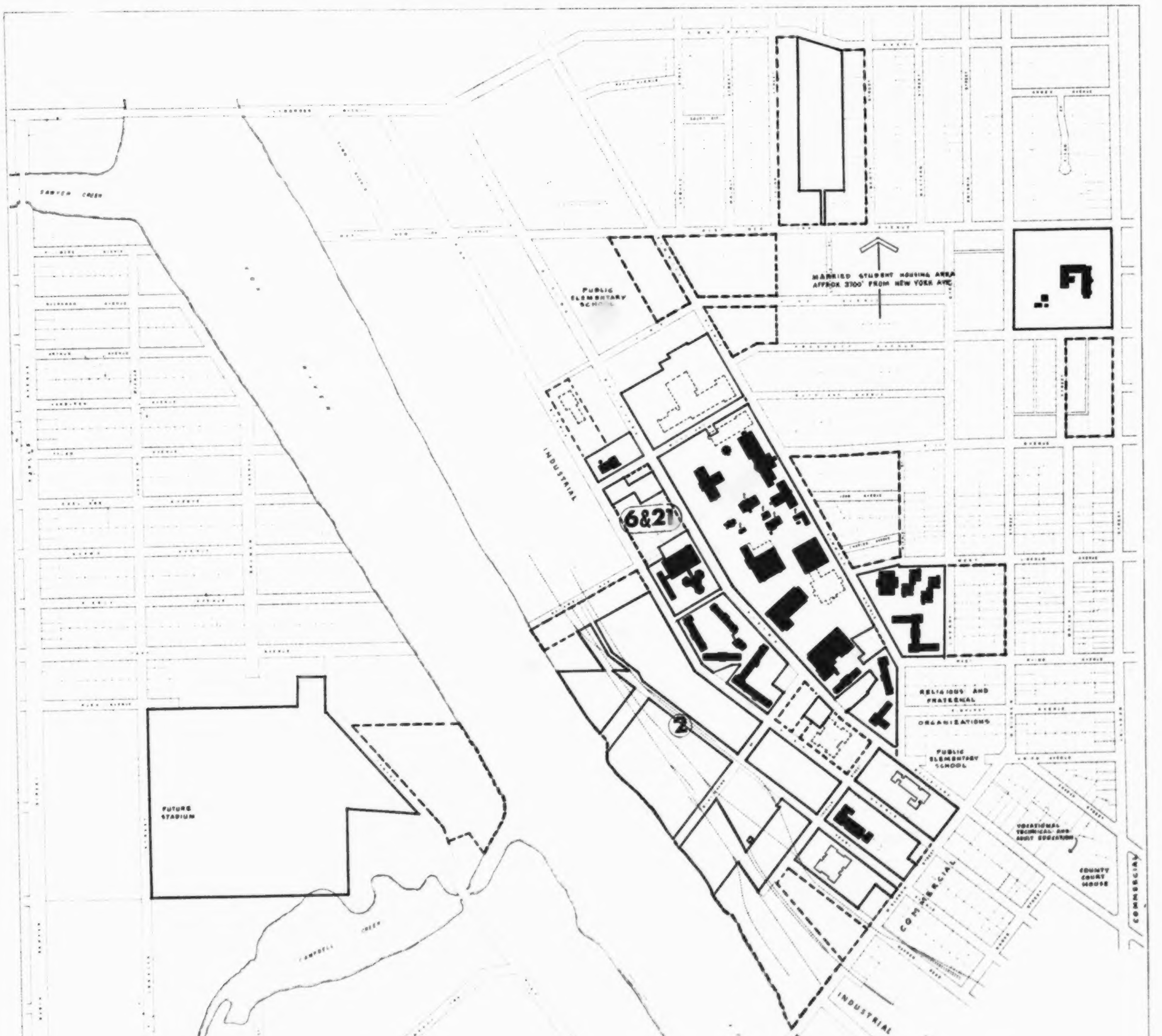
1971-1981

Undergraduate
Physical Therapy
Business Administration
Drama
Health Education
Interdisciplinary Programs
Industrial and Hospital Recreation
Health Science

Graduate
Social Work (MSW)
6-Year Program in Physical Education and Ed. Psychology
Computer Science
Music
Geography
Health Physics
Recreation
Physical Therapy

Campus of Wisconsin State University-Oshkosh

A new classroom building (6), nursing building (21), and physical education and health building (2) have been approved by the Coordinating Committee and the Building Commission for the 1967-'69 biennium.

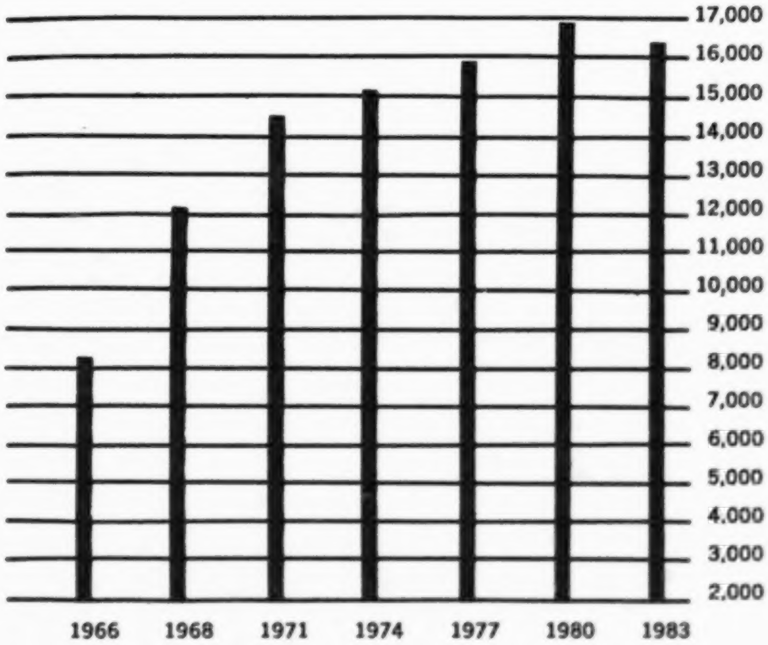

MARRIED STUDENT HOUSING AREA
APPROX 3700' FROM NEW YORK AVE
PUBLIC ELEMENTARY SCHOOL
INDUSTRIAL
6&21
2
RELIGIOUS AND FRATERNAL ORGANIZATIONS
PUBLIC ELEMENTARY SCHOOL
VOCATIONAL TECHNICAL AND ADULT EDUCATION
COUNTY COURT HOUSE
COMMERCIAL
COMMERCIAL
INDUSTRIAL
FUTURE STADIUM
KEY
LAND PRESENTLY OWNED
LAND TO BE ACQUIRED
EXISTING BUILDING ('T' INDICATES TEMPORARY)
BUILDING UNDER CONSTRUCTION
BUILDING IN DESIGN STAGE

Oshkosh

Wisconsin State University-Oshkosh, which opened in 1871, enrolled 8,267 students in the fall of 1966, the largest enrollment of the nine State Universities. Located on the Fox River in the northwestern section of Oshkosh, the campus now occupies 85 acres. Roger E. Guiles has been the school's president since 1959.

Majors are offered in 34 undergraduate areas and graduate programs are offered in 8 areas. WSU-Oshkosh is the only State University offering majors in international studies and speech and hearing therapy, and the only one offering minors in African Studies and astronomy. The University established a School of Nursing this year, the second of the State Universities to do so, and established a School of Business Administration last year. The Business School offers majors in accounting, marketing, finance, and general business administration and already enrolls more than 1,000 students.

Projected Enrollment Growth
Wisconsin State University-Oshkosh



Fall, 1966, Enrollment:

Total	8,267
Men	4,345
Women	3,922
New Freshmen	2,610
Graduate Students	375
Faculty	508
(193 with doctorates)	
1966-67 Operating Budget	$11,454,649

Oshkosh

Distinctive Features and Areas of Specialization

Comprehensive liberal arts and business administratio programs with emerging program in nursing.

Selected Academic Aspirations

1967-1971

Undergraduate

Computer Science and
Data Processing
Anthropology
Religion
Public Health
Microbiology
Radio-TV Film
Insurance
Real Estate
Audio Visual
Early Childhood
Urban Affairs
Russian
Journalism

Graduate

Social Work (MSW)
Business Administration
(MBA)
School Psychologist
Educational Psychology
Art
Foreign Language
Earth Science

1971-1981

Undergraduate

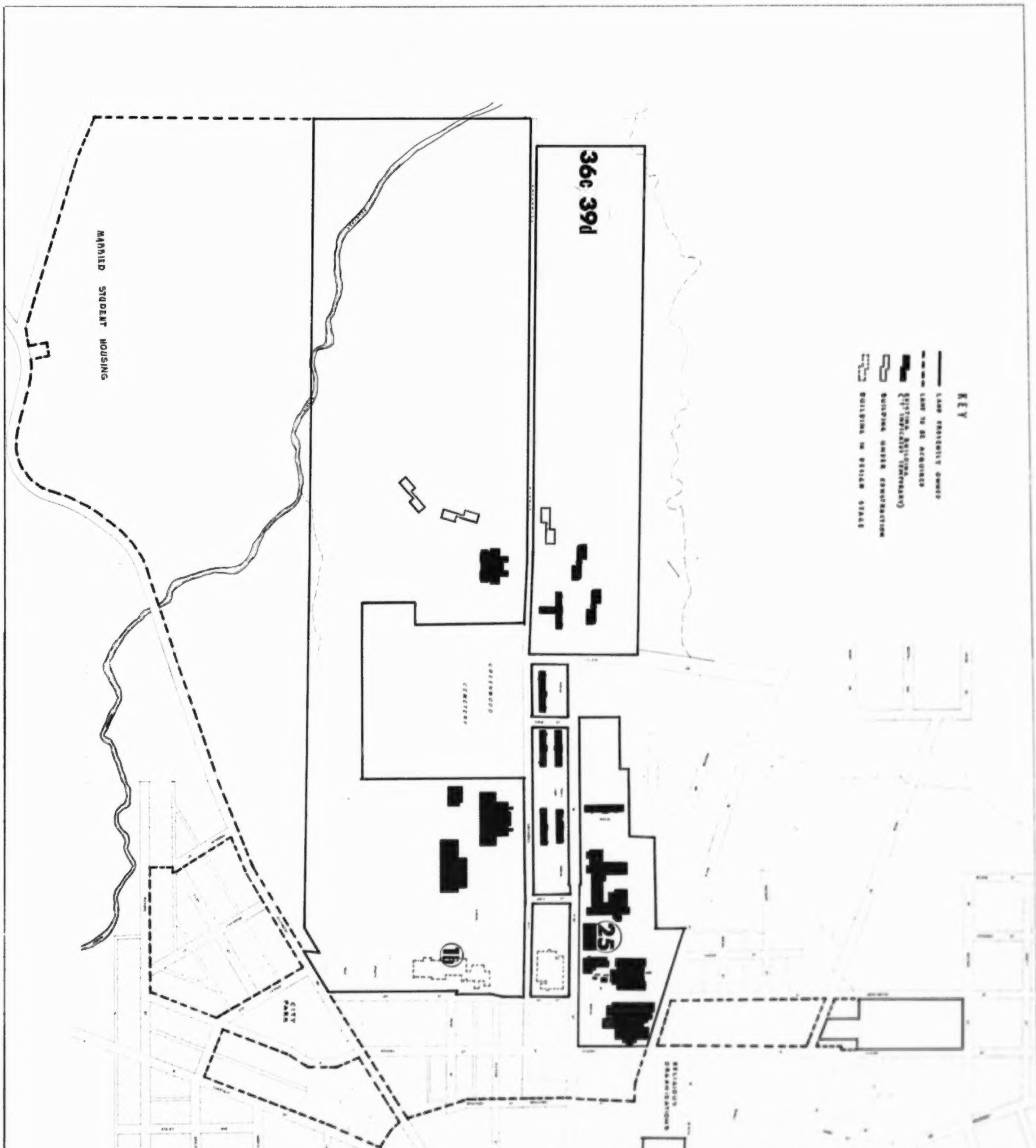
Cross-Cultural and Interdisciplinary Programs

Graduate

Elementary Education
(6-yr.)
Nursing
Junior College Teaching
International Studies
Library Science

Campus of Wisconsin State University-Platteville

Equipment to complete the industrial education-agriculture building (1b), the conversion of the old industrial education building (25), a new maintenance building (36c), and a new central stores building (39d) have been approved by the Coordinating Committee and the Building Commission for the 1967-'69 biennium.

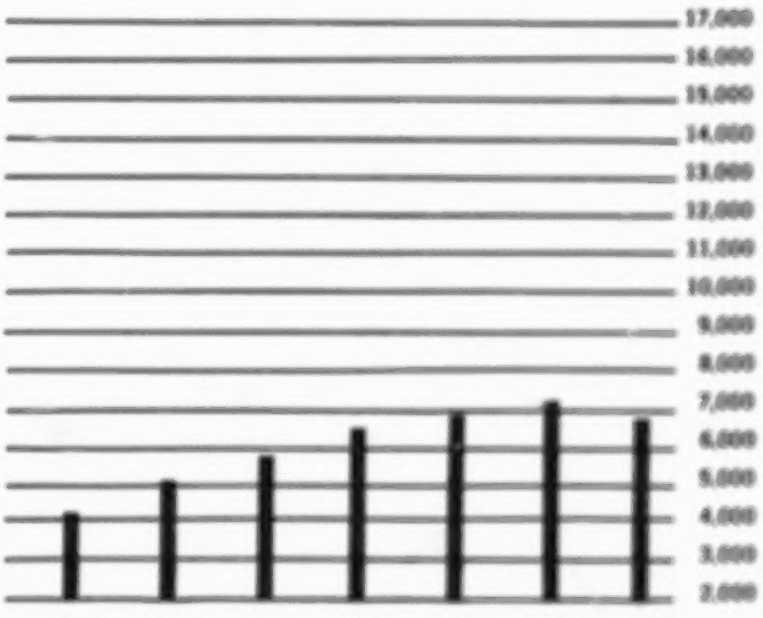

36c 39d
MARRIED STUDENT HOUSING
GREENWOOD CEMETERY
25
1b
CITY PARK
RELIGIOUS ORGANIZATIONS
COMMERCIAL
KEY
LAND PRESENTLY OWNED
LAND TO BE ACQUIRED
BUILDING UNDER CONSTRUCTION
BUILDING IN DESIGN STAGE

Platteville

The year of 1966 was the centennial year for WSU-Platteville, the oldest of the nine State Universities. The University had a fall, 1966, enrollment of 4,190 students and is spread over 720 acres, the largest acreage of the nine State Universities. This total includes, however, 490 acres in two University farms. Bjarne R. Ullsvik has been president of the University since 1958.

WSU-Platteville's School of Engineering is the only such facility among the nine State Universities, offering majors in civil engineering and minerals engineering. Majors in industrial technology and industrial education are also offered here as well as at Stout State University. A total of 30 undergraduate majors are offered. Graduate programs are offered in eight areas.

Projected Enrollment Growth
Wisconsin State University-Platteville



Fall, 1966, Enrollment:

Total	4,190
Men	2,983
Women	1,207
New Freshmen	1,222
Graduate Students	166
Faculty (76 with doctorates)	280
1966-67 Operating Budget	$6,585,421

Platteville
Distinctive Features and Areas of Specialization

Civil engineering, minerals engineering, vocational agriculture, and industrial education.

Selected Academic Aspirations

1967-1971

Undergraduate

Expanded Humanities Core
Business Administration
Home Economics
Agricultural Economics
Industrial Technology
Architecture

Graduate

Audio Visual
Agricultural Science
Industrial Technology
Safety Education
Business Administration (MBA)
5-Year Programs for Teachers in Voc. Tech. Schools
Civil Engineering
Safety

1971-1981

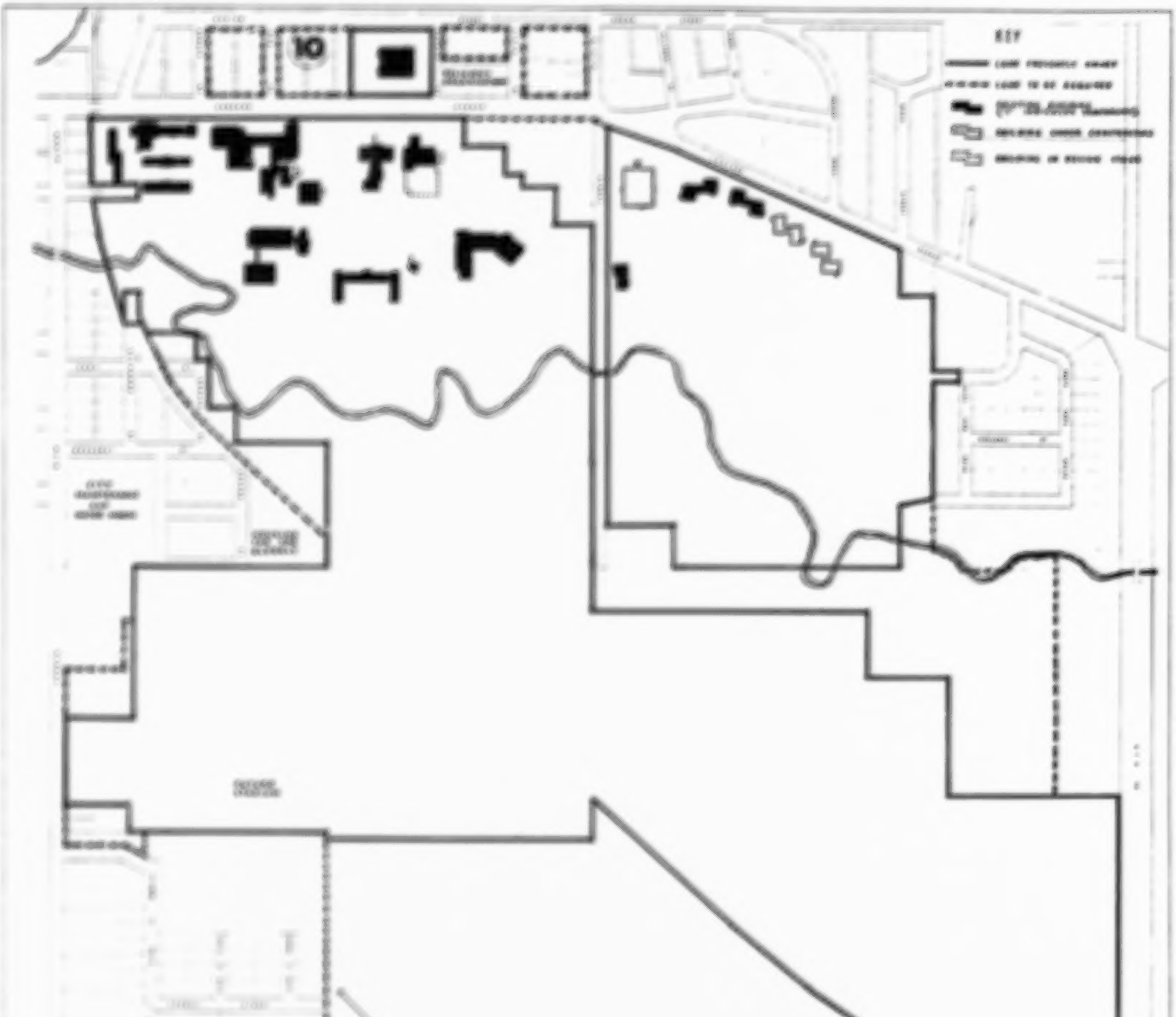
Undergraduate

Data Processing
Social Work
(Law Enforcement Administration)

Graduate

School Psychologists
Industrial Studies
Mech. Engineering
Elec. Engineering

Campus of Wisconsin State University-River Falls
A new laboratory building (10) has been approved by the Coordinating Committee and the Building Commission for the 1967-'69 biennium.

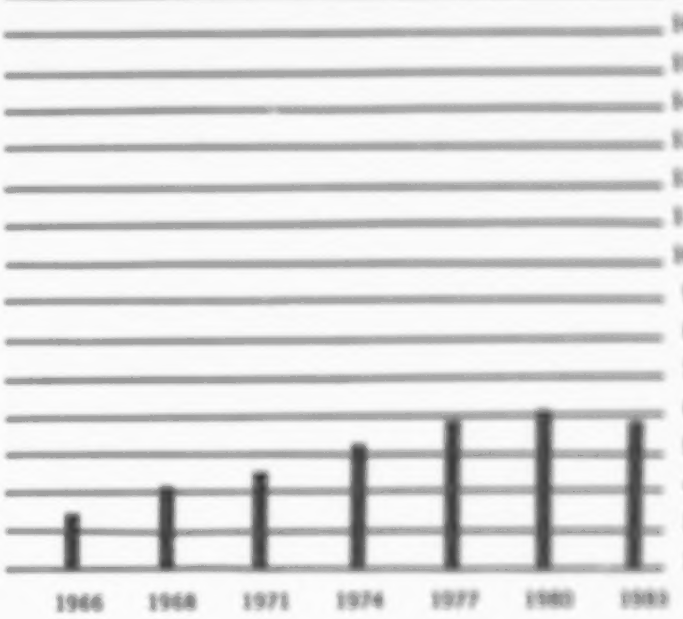


River Falls

Wisconsin State University-River Falls, founded in 1874, occupies 630 acres, including two University farms. Its fall enrollment was 3,544, which includes 113 graduate students. Eugene H. Kleinpell has been president of the University since 1946.

WSU-River Falls offers majors in 34 undergraduate areas and graduate programs in 7 areas. It is the only State University to offer a major in the Humanities. It is also the only State University to have a special College of Agriculture, although WSU-Platteville also offers a major or minor in agriculture. The College of Agriculture includes programs in agricultural education, a 2-year program in agricultural science, and Bachelor's degree programs in agriculture with either a broad area emphasis or with an emphasis on business, science, and technology.

Projected Enrollment Growth
Wisconsin State University-River Falls



Fall, 1966, Enrollment:

Total	3,544
Men	2,337
Women	1,207
New Freshmen	991
Graduate Students	113

Faculty (88 with doctorates)	255

1966-67 Operating Budget	$5,861,917

River Falls
Distinctive Features and Areas of Specialization

Leadership and established reputation in agriculture and agriculture education

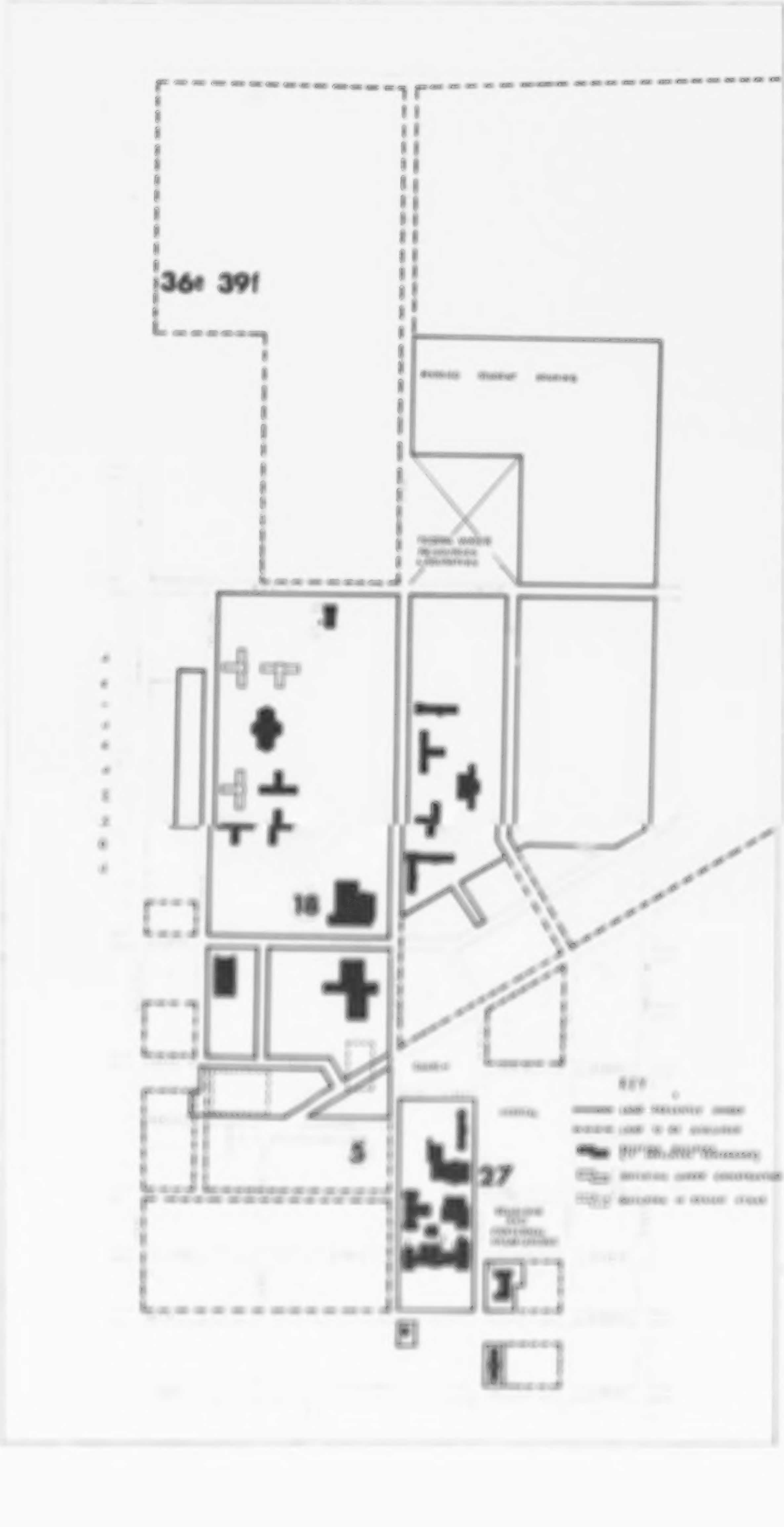
Selected Academic Aspirations

1967-1971

Undergraduate	Graduate
Expanded Humanities & Fine Arts	Agricultural Economics
Food Science	Animal Science
Resource Management	Plant & Soil Science
Bio-Statistics	Earth Science
Safety	Speech Correction
Audio Visual	Journalism
Agricultural Engineering	Vocational Education
Communications Arts	Art Education
Broadcast Journalism	Junior High Education
Social Work	

1971-1981

Further development in specialized areas of strength


36
39
18
5
27
KEY

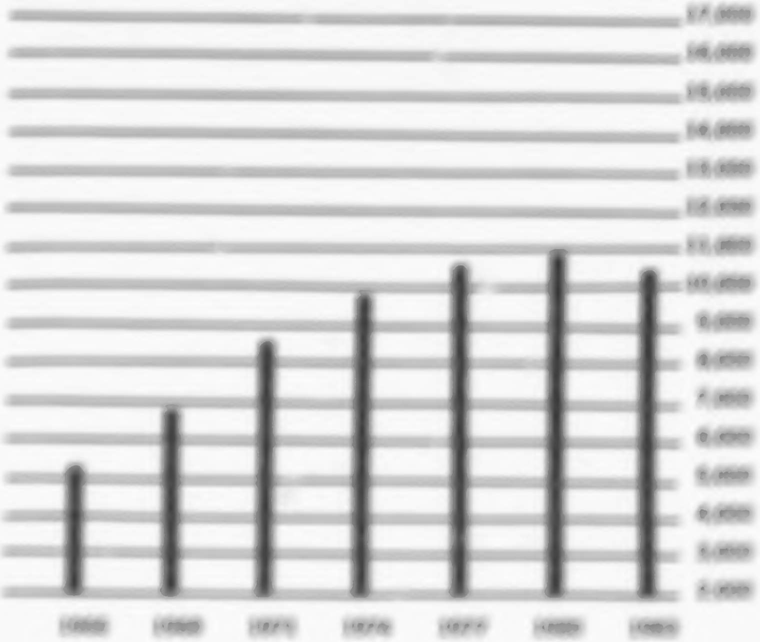
Campus of Wisconsin State University-Stevens Point
A new classroom building (5), a physical education addition (18), the conversion of old library space (27), a new maintenance building (36e), and a new central stores building (39f) have been approved by the Coordinating Committee and the Building Commission for the 1967-'69 biennium.

Stevens Point

The campus of Wisconsin State University-Stevens Point, founded in 1894, now covers 140 acres east of the business district of Stevens Point. Its student body numbered 5,123 in the fall of 1966, including 101 graduate students. James H. Albertson has been the University's president since 1962.

WSU-Stevens Point offers majors in 26 undergraduate areas and graduate programs in four areas. It is the only State University to offer a major in American Civilization and in Conservation, and its Conservation Department is the oldest and one of the largest of any institution of higher learning in the United States. It also is one of two State Universities offering a major in home economics, with special courses offered in dietetics, food service management and experimental foods.

Projected Enrollment Growth
Wisconsin State University-Stevens Point



Fall, 1966, Enrollment:

Total	5,123
Men	3,138
Women	1,985
New Freshmen	1,836
Graduate Students	101
Faculty	361
(109 with doctorates)	

1966-'67 Operating Budget $8,511,542

Distinctive Features and Areas of Specializatin

Strong liberal arts orientation
Unique programs in conservation and home economics

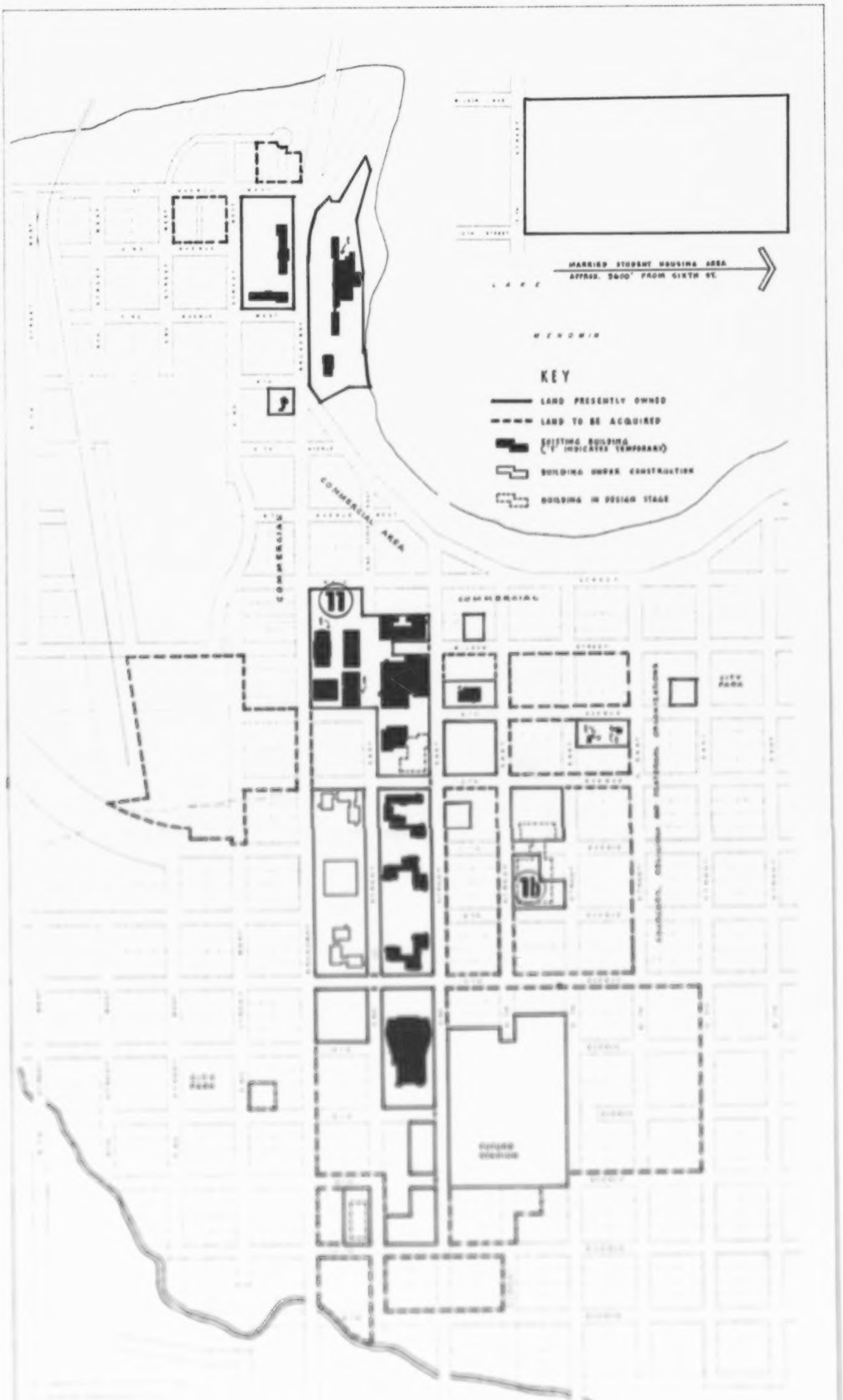
Selected Academic Aspirations

1967-1971

Undergraduate	**Graduate**
Philosophy	Reading
Area Studies	Educ. Administration
Architecture	Elementary Education
Nursing	Student Personnel Services
Accounting	
Data Processing	
Social Work	
Forest Management	
Wildlife Management	
Recreation	
Water Science	
Early Childhood	
Law Enforcement	
Safety	

1971-1981

Undergraduate	**Graduate**
International Relations	Junior College Teachers
Journalism	Voc.-Tech. Teachers
Public Administration	Research in Education
Computer Training	
Clothing & Textiles	
Cell Biology	
Landscape Architecture	


MARRIED STUDENT HOUSING AREA
APPROX. 3600' FROM SIXTH ST.
LAKE
MENOMIN
KEY
LAND PRESENTLY OWNED
LAND TO BE ACQUIRED
EXISTING BUILDING
("T" INDICATES TEMPORARY)
BUILDING UNDER CONSTRUCTION
BUILDING IN DESIGN STAGE
COMMERCIAL AREA
COMMERCIAL
COMMERCIAL
11
1b

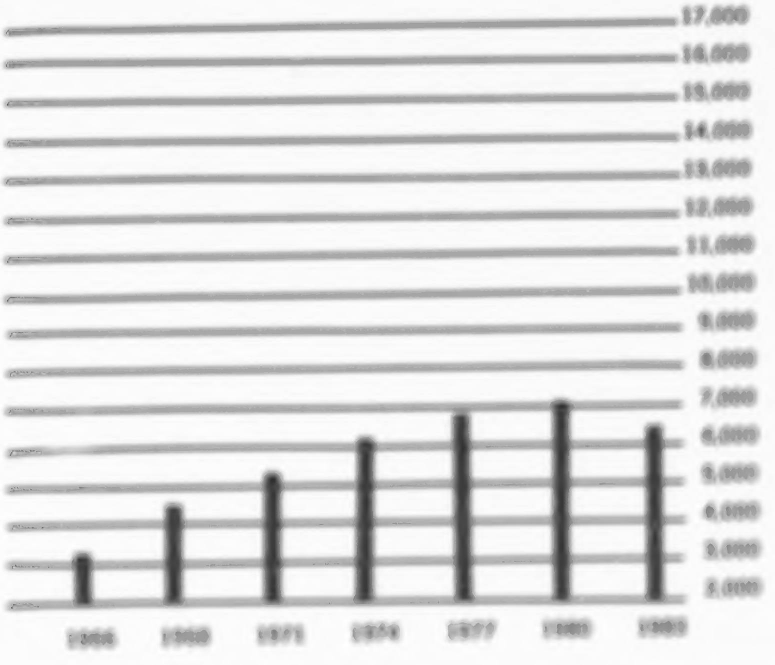
Campus of Stout State University
A new office building (11) and equipment to complete the science-technology building (1b) have been approved by the Coordinating Committee and the Building Commission for the next biennium.

Stout

Stout State University, founded in 1893, now includes a campus of 80 acres in Menomonie, Wisconsin, and a student body numbering 3,251. Its president since 1961 has been William J. Micheels.

Stout has developed a more specialized emphasis than other State Universities in two broad areas of training – home economics and applied science and technology. Stout was originally established to prepare teachers for vocational, industrial, and home economics education, but in recent years it has expanded its curriculum to prepare students for jobs in business and industry in these and other program areas. Stout only offers majors in 11 undergraduate areas and graduate programs in five areas, but it offers courses in most liberal arts areas. It is the only State University to offer majors in vocational education, home economics education, manual arts therapy, and pre-school education. Within the School of Home Economics and within the School of Applied Science and Technology numerous specialized curriculums are offered.

Projected Enrollment Growth
Stout State University



Fall, 1966, Enrollment:

Total	3,251
Men	1,878
Women	1,373
New Freshmen	1,066
Graduate Students	111
Faculty	250
(63 with doctorates)	

1966-'67 Operating Budget $6,400,787

Stout
Distinctive Features and Areas of Specialization

Unique and specialized institution with strong programs in vocational-technical education, home economics, industrial arts education, and industrial technology.

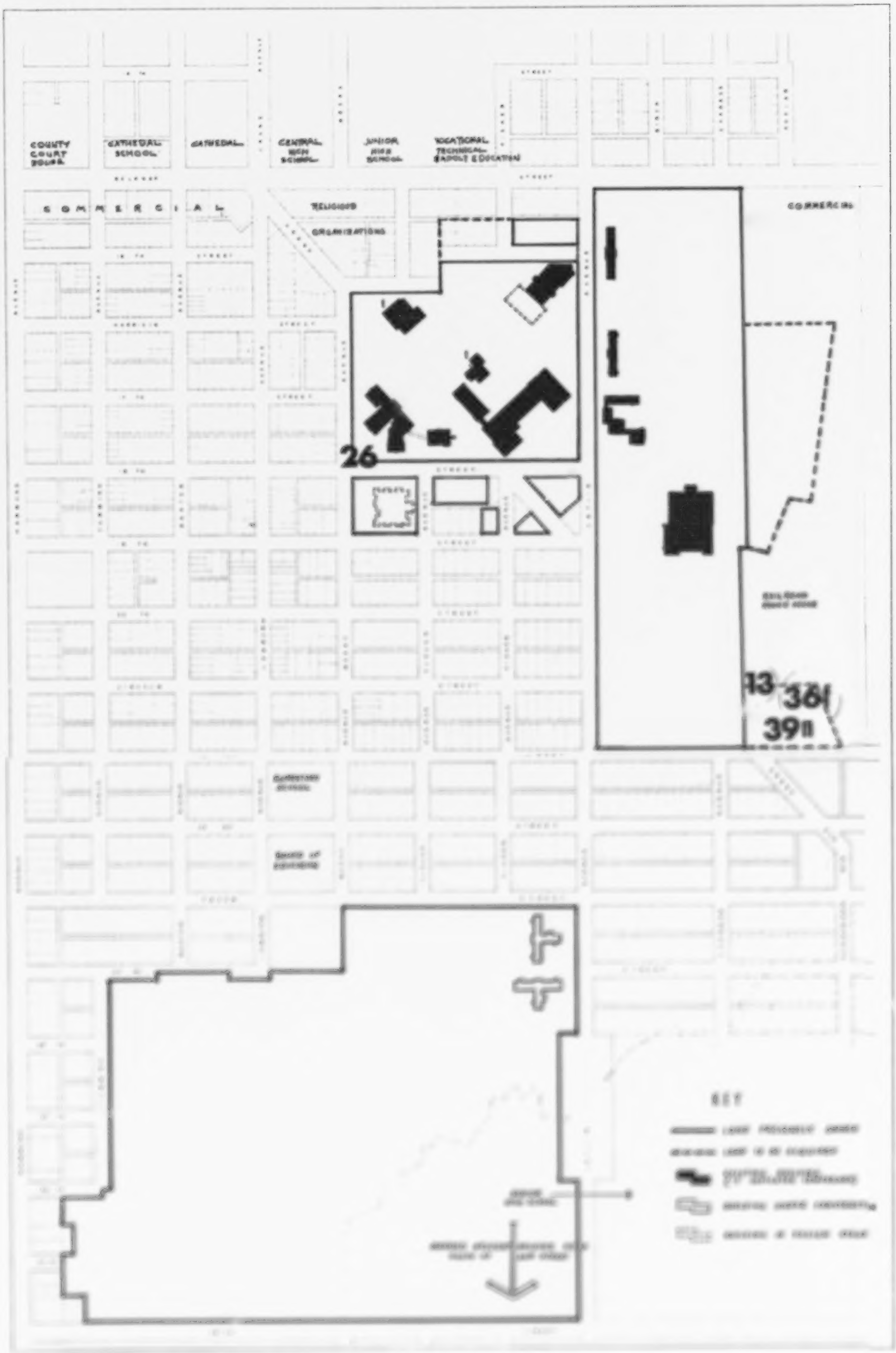
Selected Academic Aspirations

1967-1971
Undergraduate
Expanded Liberal Arts
Cooperative Work-Study
  Programs
Arts and Design
Distributive Education
Industrial Design
Applied Mathematics
Recreation
Industrial Chemistry
Sociology
Economics
Physics
Electronics (Radio-TV)

Graduate
Cooperative Intern
  Programs with
  Industry
Technical Teaching
Doctoral Program in
  Industrial Vocational-
  Technical Education
Safety Education
Vocational Evaluation
American Industry
Family Life
Student Personnel
  Services
Art & Art Education
Industrial Management

1971-1981
Undergraduate
Interdisciplinary
  Majors
Nutrition
Home Economics

Graduate
Educational Media
  (doctoral program)
Applied Math


COUNTY COURT HOUSE
CATHEDRAL SCHOOL
CATHEDRAL
CENTRAL HIGH SCHOOL
JUNIOR HIGH SCHOOL
VOCATIONAL TECHNICAL ADULT EDUCATION
STREET
COMMERCIAL
RELIGIOUS ORGANIZATIONS
COMMERCIAL
26
43
36
39
KEY

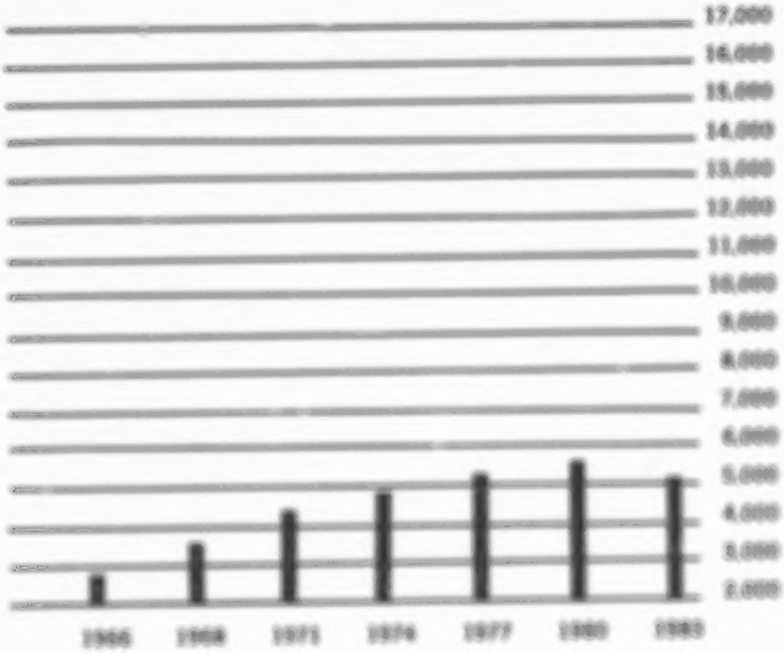
Campus of Wisconsin State University-Superior
A new heating plant (13), the conversion of old library space (26), a new maintenance building (36f), and a new central stores building (39n) have been approved by the Coordinating Committee and the Building Commission for the 1967-'69 biennium.

Superior

Wisconsin State University-Superior, founded in 1896, occupies a campus of 150 acres near downtown Superior and had a fall, 1966, enrollment of 2,709 students. Karl W. Meyer has been Superior's president since 1964.

WSU-Superior offers majors in 30 undergraduate areas and graduate programs in 12 areas. One particular area of emphasis at Superior is educational administration and guidance. The University is the only State University offering an undergraduate major in guidance counseling and graduate programs in art, school administration, and school supervision. The University also recently inaugurated a sixth-year graduate program leading to the Specialist in Education degree for educational administrators.

Projected Enrollment Growth
Wisconsin State University-Superior



Fall, 1966, Enrollment

Total	2,709
Men	1,757
Women	952
New Freshmen	824
Graduate Students	205
Faculty	197
(63 with Doctorates)	

1966-'67 Operating Budget $4,651,538

Distinctive Features and Areas of Specialization

Broad based liberal arts and established graduate program in education.

Selected Academic Aspirations

1967-1971

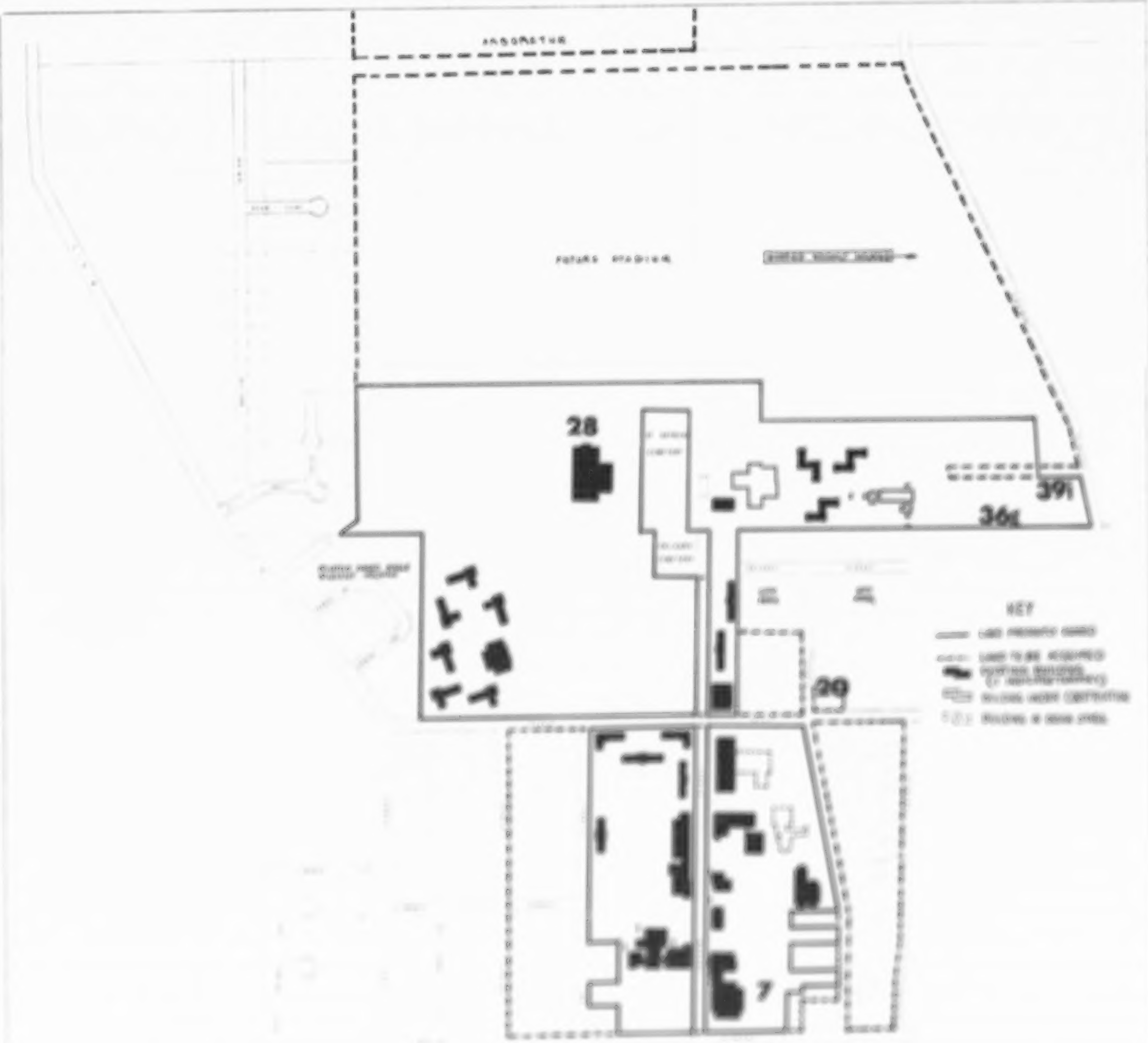
Undergraduate	**Graduate**
Philosophy	Culturally disadvantaged
Interdisciplinary Programs	Psychometry
Area Studies	Guidance
Preschool Child	General Science
Driver Education	Physics Education
Earth Science	Biology
Disadvantaged Child	Art
Gifted Child	Sociology
Journalism	Drama
Social Work	
Nursing	
Medical Records	
Recreation	
Russian	
Speech Correction	

1971-1981

Undergraduate	**Graduate**
Data Processing	Bus. Admin. (MBA)
	Cooperative Doctoral program in Educ. Admin.
	Fine Arts (MFA)

Campus of Wisconsin State University-Whitewater

An addition to the library (7), a new health center (20), a physical education addition (28), a new maintenance building (36g), and a new central stores building (39i) have been approved by the Coordinating Committee and the Building Commission for the 1967-'69 biennium.

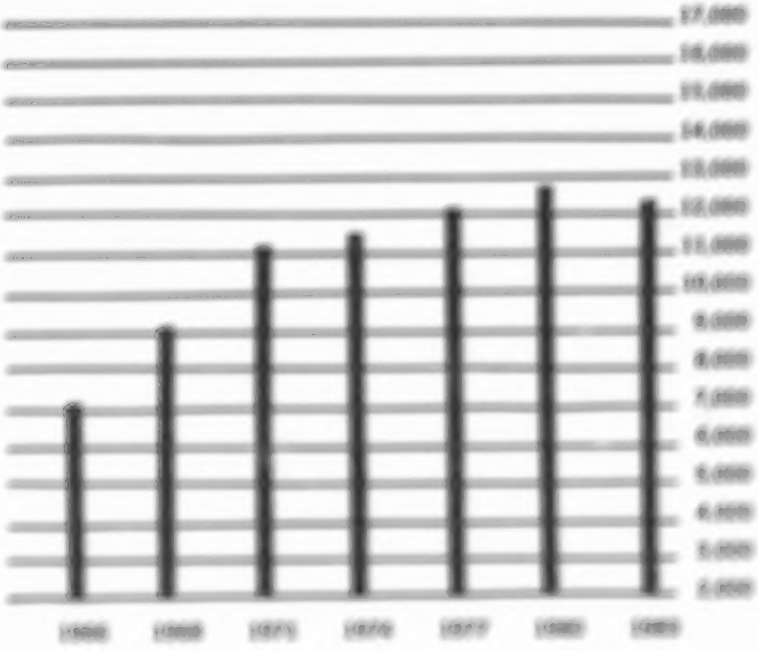

ARBORETUM
FUTURE STADIUM
28
39i
36g
20
7
KEY

Whitewater

Wisconsin State University-Whitewater, founded in 1868, had the second largest enrollment of the State Universities in the fall – 7,004. The school occupies 130 acres in the northwestern section of Whitewater. Its president since 1962 has been Walker D. Wyman.

Majors are offered in 34 undergraduate areas and graduate programs in nine areas at Whitewater. The business administration major, within the School of Business and Economics, is the major with the largest enrollment at the University. Whitewater is the only State University to offer an undergraduate major in distributive education (in the School of Business and Economics) and a graduate program in school business management. In addition, Whitewater offers new interdepartmental majors in American and Latin American Studies.

Projected Enrollment Growth
Wisconsin State University-Whitewater



Fall, 1966, Enrollment

Total	7,004
Men	4,048
Women	2,956
New Freshmen	2,331
Graduate Students	274
Faculty	471
(124 with doctorates)	

1966-'67 Operating Budget $11,198,855

Distinctive Features and Areas of Specialization
Comprehensive liberal arts offering with distinctive program in business administration and business education.

Selected Academic Aspirations
1967-1971

Undergraduate
~~Philosophy – Religion~~
Russian
Geology
International Bus.
  Administration
Office Administration
Business Economics
Education Secretary
Library Science
Safety Education
Outdoor Education
Pre-kindergarten
Junior High School
Social Work
Fine Arts (BFA)
Music Therapy
School Psychologists

Graduate
~~Accounting~~
Foreign Language
Guidance
Elementary Education
Mental Retardation
Emotionally Disturbed
Handicapped
Instructional Media
Finance
Marketing
Management
Computer Center Mgmt.
Business Education
Specialist Programs

1971-1981

Undergraduate
Comparative
  Literature
Anthropology
Comparative
  Religions

Graduate
Fine Arts (MFA)
Expanded Bus.
  Administration
  (MBA)
Office Admin.
Quantitative Bus.
  Administration
International Bus.
  Administration

State University Branch Campuses

The 1963 Legislature authorized the State University system to establish branch campuses similar to previously authorized University of Wisconsin Centers, offering two years of college work in communities approved by the Coordinating Committee for Higher Education. The first branch campus, operated by Stout State University, opened in the fall of 1966 at Rice Lake, in Barron County, with an enrollment of 116 students. Freshman classes are being offered this year to students who are sharing the Barron County Teachers College with second-year teachers college students. (The County Teachers College will close in June.) In the fall of 1967, the full two-year program will be offered. Some classes will be taught in the County Teachers College building, while some will be taught in buildings expected to be ready on the new 150-acre campus in Rice Lake.

A second branch campus will open in the fall of 1967 on a 125-acre site in Richland Center, to be operated by Platteville State University. An additional branch is planned for Fond du Lac in 1968 and Medford at a later date.

Coordinating Committee staff recommendations concerning UW centers and State University branch campuses are included in Section V, Part B, of this plan.

C. Reorganization of Vocational-Technical Education

Despite an impressive record, the development of vocational-technical training opportunities throughout the state has been uneven. In recognition of this fact, the Legislature passed Chapter 292, Laws of 1965, designed to expand and strengthen such opportunities through placement of the entire state in area districts by 1970. Under the law, the Coordinating Committee and the State Board were directed to "prepare a proposed master plan of vocational, technical and adult education districts." To assist these agencies in the preparation of the plan, a staff committee on area development was created, consisting of planning specialists from the State Board, the CCHE, and the Departments of Administration and Resource Development.

In February, 1966, the Area Development Committee submitted its first report – an analysis of present and future occupational trends and alternative educational goals for the VTA system – to the State Board and the Coordinating Committee, both of which then adopted policies regarding the quality and breadth of vocational, technical, and adult education programs. In its report, the staff group projected a shortage by 1970 of more than 4000 clerical technicians, medical assistants, electrical and engineering technicians, and practical nurses, unless area districts were rapidly developed and needed classroom space constructed to accommodate enrollment growth in the VTA system.

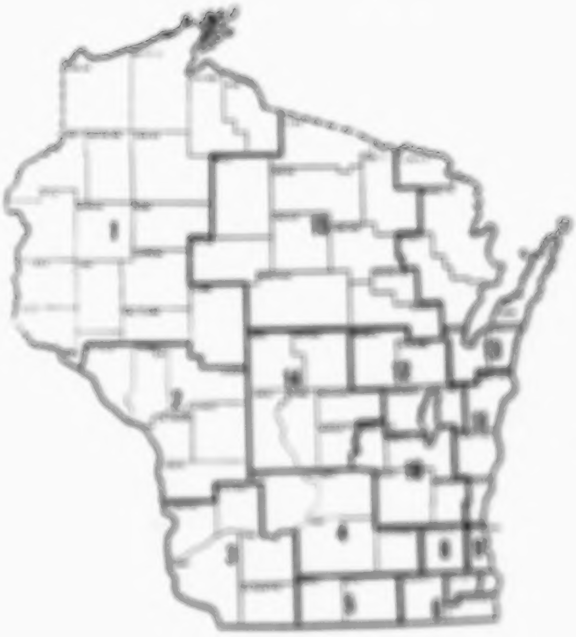
Subsequently, the Area Development Committee formulated proposed criteria for the establishment of VTA districts. After full discussion of the criteria report, the State Board and the Coordinating Committee took these actions:

(1) Accepted the fundamental premise guiding the deliberations of the Area Development Committee: that students in the VTA system should be assured of educational opportunity of highest possible quality at reasonable cost to the individual, the locality, and the state.

(2) Agreed on the necessity for a wide distribution of educational opportunities throughout each district, i.e., one or more major centers or technical institutes, **plus** as many supporting vocational-technical facilities as are required to serve all segments of the district's population.

(3) Approved these criteria on a **tentative** basis:
   – Each district should generate 760 to 780 full-time students during the 1970's and 1980's.
   – To produce the requisite number of full-time students, each district should have a high school graduate pool of 2,900 to 3,000 throughout the 1970's and 1980's.
   – Each district should contain a minimum equalized valuation of $450 million in the 1970's and 1980's.
   – Districts for areas with sparse population should be considered on their individual merits.

(4) Sanctioned a provisional area plan involving fifteen districts and the use of county lines in drawing district boundaries, except where such lines split municipalities.



Vocational-Technical Education Districts

A 15-district reorganization plan for vocational-technical education in the state was approved by the Coordinating Committee in December, with the exception of Area No. 1, which was recommended for further study.

From August 16 to October 20, the CCHE and the State Board conducted a series of 14 public hearings throughout Wisconsin aimed at: (1) familiarizing local groups with the tentative criteria, the proposed districting plan, and salient provisions of Chapter 292, and (2) entertaining individual and group reactions to the criteria and plan. More than 1,700 persons appeared.

In the course of the hearings, certain basic issues emerged:

(1) Were the tentative criteria proper and realistic?
(2) How were the needs of students living in outlying or sparsely populated areas of a district to be met?
(3) Should area district lines follow county boundaries or high school district boundaries? Or should a combination of school district and county lines be employed where appropriate?
(4) Should the power to appoint area district boards lie exclusively, as Chapter 292 now provides, with county board chairmen or school board presidents?

In November the State Board approved a 15-district plan, which was adopted the next month by the CCHE, with the exception of District #1, the 17-county area in northwestern Wisconsin. (See map.) The officers and director of the State Board were asked to restudy this district and report back to the SBVTAE and the Coordinating Committee. In addition, the CCHE staff was requested to re-examine the "area and administration" of District #15. Finally, both the State Board and the Coordinating Committee determined that:

(1) VTA district boundaries should follow county lines, except that where school districts are divided by, or lie contiguous to, VTA district boundaries, these school districts may choose to move themselves as an entire unit from one district to an adjoining district if such action does not impair the original district's ability to meet the criteria.

(2) In the formation of districts, county board chairmen and high school district board presidents should be provided with equal representation on area board appointment panels.

(3) To expedite area development, the deadline for the inclusion of the entire state in VTA districts should be advanced to July 1, 1968.

The Coordinating Committee has already recommended legislation to implement such changes in Chapter 292. In addition, the staff recommends:

(1) that area district boards, once constituted, proceed as rapidly as possible to evaluate occupational training and student needs in their district, and to prepare for State Board and CCHE approval a proposed master plan covering: VTA program expansion, recruitment of faculty, facilities construction, library improvements, cooperative relationships with other educational systems, and the extension of services to areas of the district outside effective commuting distance of a major center. It is essential that each district board closely involve representatives of all sections of the district in the development of appropriate training and skill upgrading opportunities. In certain districts, needs and enrollment potential will dictate the offering of Associate Degree technical programs at more than one location, and in all districts there will be at least one major technical institute, plus as many supporting schools and day and evening programs as are required.

(2) that area boards and individual VTA schools cooperate fully with high school administrators in designing programs within the high school to prepare students for either direct entry into occupations upon graduation, or admission to post-high school vocational-technical programs, and with collegiate institutions in programming and joint use of facilities and equipment (where feasible). In terms of coordination among the high schools, the VTA schools, and the collegiate institutions, a particularly significant area is student guidance and counseling.

(3) that area boards enter into reciprocal agreements, under which (a) students could attend a VTA school outside their home district if programs of their

choice were unavailable in the district of residence, and (b) all reasonable and necessary tuition charges would be paid by the home district to the district providing the instruction.

(4) that the State Board and the Coordinating Committee periodically review the method of selecting area boards.

(5) that the Coordinating Committee fully support the efforts of the State Board to strengthen its planning and research functions. The newly established planning and development unit in the central State Vocational Board Office should, as part of its major responsibilities, assist area boards in long-range curriculum and facilities planning, and insure that each area board develops its own planning and research capacity; attempt, in cooperation with the CCHE staff, to define and/or clarify the respective roles of the State Board and the area boards; conduct continuous studies of labor force trends, and initiate other studies bearing upon the special problems of the VTA system.

D. Dual-Track Institutions

In broad terms, a dual-track institution can be defined as follows:

(1) Is comparable to comprehensive junior colleges in other states
(2) Is instruction-oriented
(3) Is responsive to local and area needs
(4) Is in close proximity to the homes of its students
(5) Charges minimal student fees
(6) Adheres to an "open door" admissions policy (requires a high school diploma or the equivalent for entrance)
(7) Offers a diversified curriculum encompassing:
  - Associate Degree technical programs, one- and two-year preparatory technical programs, and special vocational programs including apprenticeship training
  - College-parallel letters and science courses at the freshman-sophomore level
  - Adult education (vocational and avocational) and community service programs
(8) Provides counseling, guidance, and testing services
(9) Affords the student enrolled in either track – letters and science, or vocational-technical – the opportunity to transfer from one program to the other, with appropriate academic credit given for previous work.

In 1965 the Coordinating Committee designated Rice Lake, Rhinelander, and Wisconsin Rapids as sites for dual-track institutions. It was the decision of the CCHE that while the state's rather unique system of University centers, State University branch campuses, and local vocational, technical, and adult schools was effectively meeting the needs of most students, a somewhat different approach was required in sparsely-populated areas lacking public higher educational opportunities. In the Committee's view, a dual-track operation in the three communities named above would be more efficient and economical than separate collegiate transfer and vocational-technical tracks, each with a potentially low enrollment. Last July this policy was reaffirmed by the CCHE.

Since that time, however, a new order of priorities has emerged:

(1) In recent months the residents of Wisconsin Rapids have expressed much stronger interest in expanded vocational, technical, and adult offerings than in two-year collegiate education. Under the statewide VTA district plan adopted by the State Board of Vocational, Technical, and Adult Education and the Coordinating Committee for Higher Education (see Section IX), it is highly probable that Wood County will be approved as the base county for District No. 14. Moreover, it should be borne in mind that Wisconsin Rapids is already within convenient commuting distance of liberal arts institutions at Stevens Point and Marshfield.

(2) In September, 1966, the Barron County branch campus opened under the administration of Stout State University, which means that students in Rice Lake can now avail themselves of liberal arts transfer opportunity.

(3) Of the original three cities designated by the Coordinating Committee, Rhinelander appears to be the only one still actively seeking the establishment of a dual-track institution.

Therefore, in light of these factors, the staff recommends:

(1) that a pilot dual-track operation, suited to the needs, resources, and enrollment potential of the surrounding area, be initiated at Rhinelander. The proposed institution would be a "pilot project" in two major respects:

(a) It would serve as a model for cooperative relationships between existing VTA schools and public collegiate institutions in the same community;

(b) Depending upon future enrollment patterns, it might serve as the prototype for dual-track operation in other thinly-populated areas.

(2) that the Rice Lake VTA school and the Barron County branch campus remain for the time being under separate administrations, but cooperate closely on programming and facilities utilization, and that contingent upon the results of at least five years of experience with the pilot project at Rhinelander, the Rice Lake situation be reassessed in terms of the feasibility and desirability of conversion to a similar dual-track arrangement.

(3) that vocational, technical, and adult education opportunities be significantly broadened at Wisconsin Rapids, and that should the need arise for any liberal arts transfer instruction, such courses be offered on an extension or contractual basis with WSU-Stevens Point and/or the Marshfield UW Center.

E. County Teachers Colleges

The County Teachers Colleges in Wisconsin, as well as throughout the United States, have enjoyed a long and productive history while providing the two-year elementary education opportunities needed to staff the many small one-room rural schools. Historically, they represented a step forward in the preparation of teachers from the earlier practice when the rural school teacher was recruited from the ranks of the area high school and given a short course in pedagogy prior to assuming classroom responsibilities. The more recent past has witnessed the termination of the County Teachers Colleges in all the states except Wisconsin.

As a result of increasing educational requirements for teachers as well as geographic and transportation factors, Wisconsin County Teachers Colleges have not shared in the dynamic state and national growth of higher education. For the past 25 years, enrollments at the County Teachers Colleges have remained substantially stable while other state public higher education systems have experienced dramatic growth.

Several factors have contributed to the impending demise of the County Teachers Colleges. Consolidation of the many one-room rural schools has removed the primary occupational opportunity of the CTC graduate. The accessibility of other area collegiate institutions also has diminished the appeal of the County Teachers Colleges. The escalating cost of higher education, particularly when quality programs are offered to small numbers, has had its effect. The well-documented explosion of knowledge has had a dual impact not only upon the curriculum of the Colleges, but also in the demands of public school administrators for teachers with a minimum of a Bachelor's degree. Even in the field of elementary education, the requirement of a specialized curricular concentration in an academic major or minor is evolving. The development of such academically-oriented teacher education programs has made it progressively more difficult for other institutions to accept transfer credits from the County Teachers Colleges. The intense competition for qualified staff and the low level of state and county financial support for County Teachers College faculty also has had an adverse effect.

In response to these and other educational and fiscal considerations, legislation passed in the 1963 session requires, beginning in 1972, a minimum of a baccalaureate degree for all Wisconsin public school teachers. State aids to County Teachers Colleges thus would be terminated at the conclusion of the 1970-71 academic year at which time it is assumed that CTC operations in Wisconsin would be discontinued. An inspection of the County Teachers Colleges' facilities, which either are owned or leased by the counties involved, will be made by the Industrial Commission, Bureau of Engineering, and the Department of Resource Development in terms of their possible use for other educational or community service functions. A report of their recommendations will be made when the survey is completed.

Several meetings have been held with representatives of the County Teachers Colleges boards, CTC presidents, and the State Department of Public Instruction. A consensus has developed concerning educational policy and CCHE recommendations for legislative action related to the orderly phase-out of the smaller County Teachers Colleges prior to the June, 1971 termination date. Quality higher education requires a faculty of considerable academic specialization and a range of library holdings and laboratory facilities difficult to attract or justify for a small student body. The biennial budget approved by the CCHE on October 26, 1966 would withdraw state aids beginning in 1967-68 from County Teachers Colleges with fewer than 50 students at the beginning of the 1966-67 academic year. Legislation to implement this decision will be introduced, and if adopted, would terminate the operation of the CTC in Buffalo, Green, Lincoln, Polk, and Vernon Counties. The County Teachers Colleges of Barron, Richland, and Taylor Counties also are being discontinued as State University branches are established in these three areas.

The academic records of the many students who have attended the County Teachers Colleges must be gathered and retained in a central and available depository. Immediate efforts to retrieve the appropriate records of the institutions no longer operating should be made by the State Department of Public Instruction through the appropriate Cooperative Educational Service Agency. Each president of the existing institution would transfer student records to the State Department as part of his termination responsibilities.

The County Teachers Colleges have rendered a vital contribution to Wisconsin public schools and to higher education. A continuance of state support, however, at either the sub-50 student level or beyond the 1971 closing date is not justifiable in light of expanding state higher educational opportunities and the sophisticated future demands upon higher education in Wisconsin.

F. Private Colleges and Universities

The private colleges and universities, with a total fall enrollment of 29,167 students, constitute a vital segment of Wisconsin's system of higher education. Although they are not under Coordinating Committee jurisdiction, their importance and role in the state's system of higher education must be recognized in educational planning.

Two universities, Lawrence and Marquette, supplement their offerings in liberal arts and teacher education with undergraduate and graduate work in other fields. The curriculum at Lawrence University includes basic and advanced work in the humanities, the natural sciences, the behavioral and social sciences, and the fine arts. Lawrence also encompasses three coordinate units – Downer College, which merged with Lawrence in 1963, the Conservatory of Music, and the Institute of Paper Chemistry. Through Downer College, two fields of special interest to women in professional life are offered in home economics and occupational therapy. The Conservatory of Music is an undergraduate professional school which prepares students at the collegiate level for careers as teachers, performers, and composers, and offers a Bachelor of Music degree. Through Lawrence's affiliation with the Institute of Paper Chemistry, a graduate school, a broad education in science and engineering is provided leading to the Master's and Doctoral degrees. The Institute also functions as a research center for the paper and pulp industry.

Marquette University now includes 10 schools and colleges which grant degrees: the Colleges of Liberal Arts, Business Administration, Engineering, Journalism, and Nursing; Schools of Dentistry, Law, Medicine, Speech, and Graduate Studies. The School of Dentistry also has curricula for women leading to a diploma in Dental Hygiene and a Bachelor's degree in Dental Hygiene. The School of Medicine includes curricula leading to the Bachelor's degree in physical therapy and medical technology. The School of Graduate Studies offers Master's degrees in 31 separate fields and doctorates in 11 fields. Marquette also operates summer sessions, a Division of Continuing Education, and an Evening Division.

There are nineteen accredited undergraduate private colleges in the state which concentrate their programs in liberal arts and teacher education. Three technical and professional schools, other than the Institute of Paper Chemistry, offer work in engineering, art, and music:

Table XII

Wisconsin's Private Institutions of Higher Education and Fall, 1966, Enrollments

Universities	Location	Total Enrollment	President
Marquette	Milwaukee	[illegible]	Very Reverend John Raynor
Lawrence (including Inst. of Paper Chemistry)	Appleton	[illegible]	Dr. Curtis Tarr
Liberal Arts Colleges			
Alverno	Milwaukee	[illegible]	[illegible]
Beloit	Beloit	[illegible]	Dr. Miller Upton
Cardinal Stritch	Milwaukee	[illegible]	[illegible]
Carroll	Waukesha	[illegible]	Dr. Robert N. Steele
Carthage	Kenosha	[illegible]	Dr. Harold H. Lentz
Dominican	Racine	[illegible]	[illegible]
Edgewood	Madison	[illegible]	[illegible]
Holy Family	Manitowoc	[illegible]	[illegible]
Lakeland	Sheboygan	[illegible]	[illegible]
Marian	Fond du Lac	[illegible]	[illegible]
Milton	Milton	[illegible]	[illegible]
Mount Mary	Milwaukee	[illegible]	[illegible]
Mount Senario	Ladysmith	[illegible]	[illegible]
Northland	Ashland	[illegible]	[illegible]
Northwestern	Watertown	[illegible]	[illegible]
Ripon	Ripon	[illegible]	[illegible]
St. Francis College	Burlington	[illegible]	[illegible]
St. Norbert	West De Pere	[illegible]	[illegible]
Viterbo	La Crosse	[illegible]	[illegible]
Technical and Professional			
Layton School of Art	Milwaukee	[illegible]	Edmund D. Lewandowski
Milwaukee School of Engineering	Milwaukee	[illegible]	Karl O. Werwath
Wisconsin Conservatory	Milwaukee	[illegible]	[illegible]
Theological Seminaries			
[illegible] Preparatory	Milwaukee	[illegible]	[illegible]
Holy Cross	La Crosse	[illegible]	[illegible]
Holy Name Seminary	Madison	[illegible]	[illegible]
Mount St. Paul	Waukesha	[illegible]	[illegible]
Nashotah	Nashotah	[illegible]	[illegible]
Sacred Heart	[illegible]	[illegible]	[illegible]
St. Anthony	Marathon	[illegible]	[illegible]
St. Francis	Milwaukee	[illegible]	[illegible]
St. Joseph's	[illegible]	[illegible]	[illegible]
St. Lawrence	Mount Calvary	[illegible]	[illegible]
Wisconsin Lutheran	Mequon	[illegible]	[illegible]
Junior Colleges			
Concordia	Milwaukee	[illegible]	Walter W. Stuenkel
[illegible]	Milwaukee	[illegible]	[illegible]
Milwaukee Lutheran Teachers	Milwaukee	[illegible]	[illegible]
GRAND TOTAL		[illegible]	

the Milwaukee School of Engineering, Layton School of Art, and Wisconsin Conservatory of Music. There are eleven theological seminaries, three of which offer programs at the graduate level, and three private junior colleges with religious affiliations.

A number of private colleges and universities are now in the process of preparing long-range institutional plans; in the opinion of the staff, it is essential that the CCHE take these plans into account as it develops policies for public higher education. Knowledge of such plans will greatly facilitate the CCHE's efforts to promote cooperation between public and private institutions so as to meet the total higher educational needs of the state with maximum effectiveness and economy. Marquette University, for instance, is contemplating a substantial expansion of its graduate curricula; obviously, given its size, its location in the largest metropolitan area in the state, and its significant contribution in graduate and professional fields, the University's projected programs are an important factor to be considered by the CCHE in the long-range planning of public higher education.

At the same time, the staff recognizes the necessity and desirability of sharing with the private sector, on a continuing basis, planning information relating to public higher education.

Enrollments in each of the private colleges and universities in the first semester of 1966-67 are shown above.

The Coordinating Committee's staff office is located on the fourth floor of the National Guardian Life Insurance Building at 2 E. Gilman St., Madison.

The Coordinating Committee for Higher Education

The Coordinating Committee for Higher Education (CCHE), founded in 1955, provides for the direction and coordination of activities of the University of Wisconsin system, the Wisconsin State University system, the State Vocational, Technical, and Adult Schools, and the County Teachers Colleges.

The 17-member Committee, assisted by a central staff in Madison and working through five standing subcommittees, continuously studies the state's public institutions of higher education and the needs of state residents for public higher education. It authorizes new educational program offerings, recommends an order of priority for the construction of new facilities, recommends a single, consolidated biennial budget request for state institutions of higher education, and makes general recommendations to the Legislature resulting from its studies.

Wisconsin is not the only state to recognize the need for coordination of higher education. In fact, 39 states now have statewide higher education coordinating bodies. Types of coordination in other states include a single, statewide governing board for institutions of higher education (15 states); a coordinating board similar to Wisconsin's Coordinating Committee (21 states), and voluntary boards with no legal status (3 states). Most coordinating boards were formed during the 1950's and in recent years when mushrooming enrollments in institutions of higher education increased the complexity of budget and facility requests and of program plans.

The CCHE currently has five subcommittees which make studies and present recommendations to the entire group for action or informational purposes. These subcommittees are (1) Executive, (2) Plans and Policies, (3) Finance, (4) Facilities, and (5) Student Affairs.

Working papers are prepared by the staff and submitted to the subcommittees. An attempt is made to keep all Committee members fully informed about the work of the subcommittees and staff through a communication mailed to members between meetings. The CCHE Newsletter, published 4-6 times a year, also presents to the Governor, the Legislature, the operating systems, and other citizens a summary of Committee and staff activities.

The staff also is in communication with coordinating agencies in other states, the U.S. Office of Education, the American Council on Education, and other groups concerned with higher education to benefit from national studies and studies made by other state coordinating bodies.

A. History of CCHE

The 1955 Legislature created a 15-member Coordinating Committee for Higher Education to coordinate activities of the University of Wisconsin and the State College system (now the Wisconsin State University system). In addition to the Committee's responsibility for educational planning, physical plant, budget requests, and legislative recommendations, the Committee also was charged with merging the UW Extension Center and the State College in Milwaukee.

In 1956, upon the recommendation of the Committee, Milwaukee's two facilities were merged into a single institution, now the University of Wisconsin-Milwaukee. The Committee also created a joint staff, consisting of representatives from the University of Wisconsin and State College system, to act as its research arm in making continuous studies of higher education in Wisconsin.

Two important additions to the jurisdiction of the CCHE were made since then. Laws of 1961 included the County Teachers Colleges under the CCHE and Laws of 1963 included the post-high school aspects of vocational schools under the CCHE.

In 1965, the Coordinating Committee was revamped and strengthened in what Governor Warren P. Knowles called "one of the most significant bills passed by the 1965 Legislature." The reorganization created a 17-member Committee with the majority of members (9) appointed by the Governor for 8-year terms, and gave the Committee its own budget and an independent staff. Formerly, the University and the Board of Regents of State Colleges staffed and supported the Coordinating Committee.

Besides the nine members appointed by the Governor, members of the CCHE now include one member each from the Board of Regents of State Colleges, the Board of Regents of the University of Wisconsin, and the State Board of Vocational, Technical, and Adult Education; the presidents of these three boards; the State Superintendent of Public Instruction; and one member of a County Teachers College board appointed annually by the Governor from recommendations made by the Association of County Teachers College Boards. Formerly, there were 10 system representatives and four appointees of the Governor on the Committee.

The bill also provided for the appointment of a full-time executive director with "a recognized and demonstrated interest in and knowledge of public higher education." Carlisle P. Runge, Chief of the CCHE Joint Staff, was appointed the first Executive Director to serve until July 1, 1966. In January, 1966, the Committee appointed Angus B. Rothwell as the new Executive Director, effective July 1. Mr. Rothwell was State Superintendent of Public Instruction since 1961 and was Chairman of the CCHE during 1964-'65.

In December, 1965, the staff headquarters of the CCHE was moved from the Wisconsin Center to the National Guardian Life Building at 2 East Gilman Street.

B. Functions of CCHE

Excerpts from the Wisconsin Laws of 1965 define the functions of the Coordinating Committee for Higher Education as follows:

Overall Purpose: "The purpose of this section is to provide for the direction and co-ordination of the activities of the University of Wisconsin and the State Colleges, Schools of Vocational, Technical and Adult Education and County Teachers Colleges by providing a permanent joint committee to make a continuing study of the state-supported institutions of higher education under their jurisdiction, and the relation thereto of the needs of the people of Wisconsin, to recommend necessary changes in programs and facilities, to provide for a single, consolidated, biennial budget request for the University of Wisconsin and the State Colleges, and that portion of the budget request of the State Board of Vocational, Technical and Adult Education described in sub. (3) (c), and to report the results of its studies and recommendations to the governor and the legislature."

Educational Planning: "The committee shall determine what overall educational programs shall be offered" in these institutions. "No new educational program shall be developed or instituted at any institution of higher education except with the committee's approval."

Physical Plant: "The committee shall adopt a coordinated plan for the integration and most efficient use of existing facilities and personnel, and an order of priority for the construction of new facilities at the University of Wisconsin and the State Colleges."

Budget Requests: "The committee shall review the separate budget requests of the University and State Colleges, the budget requests of the State Board of Vocational and Adult Education for state aid . . . and shall recommend a single, consolidated biennial budget request to the governor."

Legislative Recommendations: "The committee shall continuously study the needs of the people of Wisconsin for state-supported higher education and recommend any legislative proposals to carry out its decisions resulting from such study."

Executive Director: "The committee shall appoint and fix the salary of a full-time executive director who shall have a recognized and demonstrated interest in and knowledge of public higher education. The executive director shall employ, with the approval of the committee, such professional and clerical staff as is necessary, outside the classified service."

The statutes specifically note that, except for particular areas mentioned above, the laws creating the Coordinating Committee are not intended to deprive the board of regents, the state vocational board, or the boards of county teachers colleges of any of the powers and duties conferred upon them by law in the governing of the institutions under their control.

C. Some Major Actions of the CCHE since Reorganization

Meeting of September 22, 1965:
(First meeting after reorganization)

1. Approved a request from State College Regents to proceed with a $22 million student housing program to be occupied in the fall of 1967. (Papers #34 and #35, 1965)
2. Approved a request of the State Board of Vocational, Technical and Adult Education for cooperation from the CCHE in developing a comprehensive state plan for area districting in Wisconsin of the vocational-technical schools.

Meeting of November 10, 1965:

1. Approved answers to basic educational planning questions requested by the Statutory Site Selection Committee in planning for new third- and fourth-year campuses. (Paper #53, 1965)
2. Adopted a resolution of intent from Medford and approved establishment of a branch campus at that location to be operated by the Board of Regents of State Colleges. (Papers #47 and #53, 1965)
3. Approved procedures to be followed to implement Joint Resolution #60 in compiling a faculty salary and time utilization study. (Paper #55, 1965)

Meeting of January 12, 1966:

1. Approved appointment of Angus B. Rothwell as Executive Director to succeed Carlisle P. Runge, effective July 1, 1966. (Paper #6, 1966)
2. Approved the establishment of a School of Nursing at UW-Milwaukee.
3. Approved granting Associate degrees for 2-year technical programs at Appleton, Eau Claire, and Green Bay. (Papers #2 and #8, 1966)
4. Approved Liberal Arts majors at Platteville, River Falls, Oshkosh, La Crosse, Superior, Eau Claire and Stout. Approved majors in Teacher Education at Platteville, Oshkosh, and Stevens Point. (Papers #2 and #8, 1966)
5. Approved criteria for identifying transfer curriculum in schools under the jurisdiction of the State Vocational Board. (Papers #4 and #8, 1966)

Meeting of March 10, 1966:

1. Adopted the recommendation of the Statutory Site Selection Committee that the campus of the University of Wisconsin-Northeast be located on the Shorewood site in Green Bay and that a review be made of the educational needs of northern Wisconsin. (Papers #23, #24 and #26, 1966)
2. Approved recommendations contained in a staff study of the academic calendar policy in state institutions of higher education that the present semester-summer session calendar be continued and that efforts be directed toward strengthening summer sessions. (Paper #18, 1966)
3. Approved six Associate degree programs and initial development of 41 new technical education programs submitted by the State Vocational Board. (Papers #19 and #28, 1966)
4. Approved staff recommendations on educational policies for Wisconsin's Vocational, Technical and Adult Education system. (Papers #21 and #28, 1966)
5. Approved resolutions from Fond du Lac County that the establishment of a 2-year liberal arts center be advanced from 1969 to 1968, but designated it a branch of the State University system instead of a UW Center as requested. (Papers #11 and #28, 1966)
6. Adopted a statewide guideline that nonresident undergraduates (excluding foreign students) be limited to 25 per cent at any one campus in the state. (Papers #3 and #28, 1966)

Meeting of June 2, 1966:

1. Approved the Petrifying Springs site selected by the Statutory Site Selection Committee for the third- and fourth-year campus to be operated by the University of Wisconsin in southeastern Wisconsin. (Paper #43, 1966)
2. Recommended that no undergraduate work in forestry be incorporated in any curriculum of a public university at this time. (Paper #58, 1966)
3. Adopted staff recommendations on the schedule and development of the new UW campuses in northeastern and southeastern Wisconsin with amendments. (Paper #45, 1966)
4. Approved two-year Associate degree programs in law enforcement and interior decorating at Kenosha Technical

institute, and approved undergraduate majors in economics at Platteville and in Russian and East Central European studies at Stevens Point. (Paper #52, 1966)

5. Approved offering Master's degrees in fields other than Teacher Education in the State University system. (Paper #48, 1966)

6. Adopted staff recommendations on area vocational-technical school redistricting with the following amendments:

(a) Criteria for formulating area district plans and the 15-district plan concept are to be reviewed with interested citizens and local units of government before approval.

(b) Approval of applications from Marathon and Kenosha counties to assume responsibility for operating the Wausau and Kenosha Vocational, Technical and Adult Schools.

(c) Organization of a review panel to meet over the state to explain the criteria and plan to hear reactions and to report back to the CCHE and Vocational Board.

(d) Any plan should include the establishment of dual-track institutions in Rice Lake, Rhinelander, and Wisconsin Rapids, consistent with existing CCHE plans.

Meeting of July 15, 1966:

1. Endorsed the Liberal Arts curricula of the Madison School of Vocational, Technical and Adult Education. (Paper #63, 1966)

2. Approved several Master's degree programs at the State Universities and the Master's degree in rehabilitation counseling at UW-Milwaukee. Deferred all other requests presently on file with the staff, including the request for a School of Architecture at UW-Milwaukee, pending a review of academic program criteria and procedures by the staff. (Papers #64 and #69, 1966)

3. Reaffirmed the CCHE position to support the establishment of dual-track institutions of higher education at Rice Lake, Rhinelander and Wisconsin Rapids as provided for in Chapter 292, Laws of 1965, and recommended maximum coordination between both existing and proposed higher educational institutions in the state. (Papers #57 and #69, 1966)

4. Requested the Facilities Subcommittee to review all facets of the dormitory programs at public institutions of higher education. (Paper #62 and #67, 1966)

Meeting of October 26, 1966:

1. Approved procedures and criteria for acting on new academic programs. (Papers #78 and #93, 1966)

2. Approved 25 new programs at the Bachelor's, Master's, and Ph.D. level considered by the total committee on July 15 and endorsed by the Plans and Policies Subcommittee at a special August 17 meeting. (Papers #79 and #93, 1966)

3. Approved a $602.8 million consolidated budget request for higher education institutions in 1967-'69 as recommended by the Finance Subcommittee. (Paper #88, 1966)

4. Approved the 1967-'69 building program for higher educational institutions as recommended by the Facilities Subcommittee. (Paper #89, 1966)

5. Approved the sum of $1,300,000 for advance planning for the University of Wisconsin and State University systems. (Papers #91 and #99, 1966)

6. Approved projected enrollments for the new 3rd- and 4th-year campuses of the University of Wisconsin. (Papers #85, #91, and #96, 1966)

Meeting of December 14, 1966:

1. Approved the State Vocational Board's recommendation of a 15-district statewide vocational plan, with the exception of Area #1, the 17-county district in the northwestern part of the state, which the CCHE asked the Vocational Board to re-evaluate and to report back to the CCHE in March. The staff also was asked to re-study the area and administration of District #15.

2. Approved a Ph.D. program in political science at the University of Wisconsin-Milwaukee. (Paper #108, 1966)

3. Received CCHE staff enrollment projections to 1983. (Paper #101, 1966)

4. Delayed action on architecture program requests by three state institutions until the CCHE staff can further study the requests and inspect facilities at the schools.

5. Recommended legislation to move the deadline for inclusion of the entire state in vocational education dis-

tricts forward to 1966, and to terminate state aids to County Teachers Colleges where the 1966-'67 enrollment fell below 50 students. (Paper #104, 1966)

B. CCHE Operational Recommendations

1. To fulfill its statutory obligations the CCHE should initiate significant studies of needs in higher education as well as to act upon requests submitted by the various systems.

   It is to be assumed that recommendations will also emanate from the governing boards and their administrative staffs. In considering all new proposals the systems affected will be invited to participate fully so that when specific recommendations are presented to the CCHE for action there may be as complete an analysis available as is possible. Examples of studies worthy of immediate attention are the following:

   (a) The CCHE, with the assistance of special consultants to work with the staff, should give immediate attention to the entire range of health service needs involving higher education. This would include requirements for the preparation of both professional and paraprofessional personnel and the contributions in these areas being made by other agencies.

   (b) A study in depth should be made of the appropriate roles of the systems of higher education in traffic and safety education with a view toward making certain that all avenues of research, teaching, and public service are utilized to their maximum capability.

   (c) The CCHE should conduct a study that would assess the effects of new developments in educational technology on both faculty and space utilization as well as their effects on student opportunities.

   (d) A critical examination of costs per student at various levels in various institutions as related to tuition charges is needed.

   This study should include the effect that tuition fees have upon the ability of students to attend institutions of higher education, and examine the possibility of charging different fees at different levels.

   (e) An over-all and continuing study of all students who graduate from state high schools is imperative to determine whether or not we are succeeding in helping students reach their highest potential, reducing the number of drop-outs to a minimum, and giving all necessary information to high school students and their parents in regard to financial assistance and opportunities available in Wisconsin.

2. The procedures for examining and acting on biennial operational budgets and building requests should be changed so that the subcommittees, the CCHE as a whole, and the staff may have adequate time to obtain full information before recommendations are prepared. Suggested procedures are presented in Sections VII and VIII of this document.

3. To accomplish the tasks assigned to the CCHE, additional staff and space requirements should be met. The current CCHE budget request for its own operation calls for authorization to employ five full-time professional staff members, special temporary consultants, secretarial assistance, and additional space to accommodate the work of the Committee. The budgetary request merits the support of the Governor and the Legislature.

4. For information required to make all necessary studies the CCHE will necessarily continue to call upon the various systems for maximum assistance. Duplication of staff work in the offices of the CCHE and the systems will be avoided.

5. Long-range planning should be a continuous process. This provisional plan will serve as a basis for focusing attention on specific areas which call for immediate CCHE policy determination in formulating both short-range and long-range plans of the future. New long-range plans should be developed once in every two years to reflect progress and any

changes that need to be made in the plans for the development of our institutions of higher education as a result of new information.

6. **While the systems of higher education have many different objectives and serve different clientele, there are several areas where the coordination of activities would increase the opportunities of our youth and would, at the same time, effect economies. The CCHE should seek out every possible means of intersystem coordination in these areas. Library facilities and computer installations are examples of studies that merit consideration. Joint use of staff and facilities by both the technical schools and the two university systems also appear to offer many of the advantages of the junior college system while permitting both major kinds of institutions to develop programs of excellence in their own areas.**

7. **Efforts should be advanced for the members of the Committee and members of the staff to have an opportunity to become better acquainted with work being done by comparable coordinating boards and staffs in other states.**

8. **The representatives of the CCHE who are members of the Higher Educational Aids Commission should submit reports at meetings of the whole Coordinating Committee upon the activities of the Higher Educational Aids Commission which affect the operation of the CCHE. Since HEAC is concerned with both facilities and student financial aids, no presently constituted subcommittee has a parallel assignment.**

9. **A new subcommittee to consider problems of student affairs is recommended to replace the scholarship subcommittee. Proposed legislation would transfer the present responsibilities of the scholarship subcommittee to HEAC, and it appears that a variety of student affairs problems will be pressing for solution in the months ahead.**

10. **It is recommended that the CCHE critically examine its own structure and functions to determine how the legislative charge to the Committee may be best fulfilled.**

11. **While the CCHE's responsibilities are limited by statute to the public institutions of higher education, it is recommended that cooperation with private and out-of-state institutions be encouraged in the gathering of statistics and discussion of programs of mutual interest.**

12. **The Governor, members of the Legislature, the board members of the systems, and all others concerned with higher education should be kept fully informed of the progress and problems of the CCHE.**

Summary of Recommendations
Section III – The Students

1. In light of the critical nature of the dropout problem, particularly at the freshman level, the CCHE staff recommends a cooperative study of admissions and retention policies and the articulation between high schools and higher education.

2. The CCHE staff recommends a continuing study of tuition and other fees and of the adequacy of student financial aids programs as related to the costs of higher education to students.

3. A coordination of the efforts of the several agencies involved in student financial aid programs is recommended to maximize the impact of financial aids in attracting and holding larger numbers of qualified students in higher education. Institutions should share in state financial aid programs in accordance with the needs of their students, and such aids should be available on an equitable basis to students attending centers and branch campuses and vocational-technical schools.

4. The CCHE staff recommends an early study of the patterns, policies, and problems involved in the transfer of students from one institution to another, particularly when such transfer involves different systems of higher education in Wisconsin.

5. The CCHE staff recommends that uniform definitions and techniques be developed for reporting higher educational enrollments.

6. It is recommended that the enrollment projections as stated in this provisional plan be considered enrollment **goals** for planning. They should not be imposed as absolute figures, however, since requirements and conditions can change rapidly.

7. It is recommended that the Coordinating Committee's statewide guideline for nonresident undergraduates be continued and that strong efforts be made to diversify the geographical base for nonresident students, thus realizing the full value from student cosmopolitanism.

8. It is recommended that the CCHE recognize the national character of graduate education and encourage increased outside support for this phase of higher education.

9. The staff recommends that the CCHE, the University of Wisconsin, the State Universities, and the Vocational-Technical Schools, along with all private institutions, cooperate with the Higher Educational Aids Commission in studying and reporting the whole area of financial aid requirements.

Section IV – *The Outreach Plan*

10. The staff recommends a moratorium on the approval of any new centers or branch campuses.

11. The staff believes that the firm commitment of the Coordinating Committee to a dual-track operation in Rhinelander and the projected establishment of a four-year University Campus in Green Bay eliminates the need at this time for a four-year public university in the northeastern tier of Wisconsin.

12. The staff recommends that the proposed Rhinelander facility, along with the extension activities of the various systems, become the focal point for a large-scale, coordinated program of adult education and community services in the area.

13. The staff recommends that all needy students, particularly those living outside effective commuting distance of an existing or planned higher educational facility, be guaranteed, through present scholarship and loan programs, the financial resources to choose a collegiate or vocational-technical institution in the state.

Section V – *Academic Programs*

14. Insofar as it is consistent with mission and effectiveness, students should not be subject to geographic or institutional discrimination. Comparable academic programs upon different campuses should receive equitable state support.

15. The CCHE staff recommends that the several branch campuses and centers, in cooperation with the CCHE and the systems involved, should study ways to extend higher educational opportunities by the revision of admissions standards to attract more students, particularly those third and fourth-quartile high school graduates who might profit from a collegiate experience.

16. Associate degree programs attractive to students should be stressed as an integral part of the curriculum of all centers and branch campuses as well as in technical institutes and dual-track institutions.

17. Educational factors including library holdings, research experience and resources, as well as financial considerations, require that Doctoral level graduate work in Wisconsin be concentrated in a few large universities where department size and faculty strengths would assure quality programs. While final decisions concerning the approval of post-Master's degree programs on other campuses must await the successful mounting of comprehensive programs at the M.A. and M.S. levels, growing needs would indicate that large, strong, rapidly-growing institutions such as Wisconsin State University-Oshkosh be evaluated in terms of their Doctoral potential in areas of outstanding strengths. WSU-Eau Claire, because of its academic strength, its geographical location and wide service area, might also develop Doctoral programs in selected fields. Other State Universities with established reputations in specialized fields should concentrate their advanced graduate curricular development in these areas of recognized excellence. The critical and expanding need for qualified instructional staff for technical institutes requires the early development of a Doctoral program in technical education in an institution such as Stout State University.

To capitalize upon curricular specializations on the several campuses and to extend the availability of needed graduate programs – particularly in education – the University of Wisconsin, in cooperation with the State Universities, is urged to consider the development of cooperative Doctoral programs in appropriate areas of specialization. For example, some Ph.D. level work in mathematics might be considered for an institution such as La Crosse to help meet the industrial needs of the area.

18. Each state institution should develop nonduplicating extension services most appropriate to its strengths. Action programs, designed to meet the critical needs of the educationally, culturally, and economically underprivileged and the occupationally displaced, must receive highest priority.

19. To promote expanded and nonduplicating extension services throughout Wisconsin, it is recommended that a State Advisory Committee on Extension be reactivated and expanded to include representation from the CCHE staff and all state higher education agencies participating in extension work.

20. A diversity of patterns of financial support is required for the funding of extension and correspondence work. Some programs can be supported by those served. Some, such as action programs aimed at helping to solve social, financial, and educational problems of depressed urban neighborhoods and rural areas, must be wholly supported by local, state or Federal funds, or private benefactions. Fees for college credit work in correspondence or special classes should not exceed those for similar on-campus work. Development of extension programs must be governed by the needs of the people of the state, not by the ability of the programs to support themselves financially.

21 An intra-state student exchange plan should be developed in cooperation with the institutions and systems to enrich the educational experiences of qualified students enrolled in Wisconsin universities.

22. The CCHE staff requests an early review of the application of recent innovations in retrieval and communications systems to future library development.

23. The staff recommends that review be made to see if the computer capability now being planned for Madison can be extended throughout the state, thus providing a major improvement factor to all of Wisconsin's public higher education while achieving long-range economies. While the availability of this research and teaching facility is still some time in the future, a coordinated state effort in the development of this vital function is suggested.

24. The CCHE staff recommends that a statewide committee representing the University of Wisconsin and the State Universities be formed to clarify and set appropriate admission and transfer policies and practices for all two-year campuses as well as for the major university campuses. Such a committee should also be asked to make recommendations concerning possible duplication and dispersal of resources in high school career days, pre-college testing, residence hall applications, financial aid procedures, probation and drop policies. Serious consideration should be given to standard admission forms and some central state clearance of all freshman applications to minimize the impact of double enrollments upon state educational planning.

25. The staff recommends that in light of the anticipated volume of new program requests from the University of Wisconsin and the State Universities – particularly in graduate, professional, and specialized fields – academic program priorities be established for each system over the next biennium.

26. & 27. The CCHE staff recommends the endorsement of the educational television plan of the State Educational Television Planning Committee containing the following specific proposals: (1) establishment of a Wisconsin Educational Television Commission, and (2) the appropriation of $1,265,000 to implement the plan during the 1967-'69 biennium, assuming Federal support of $1,200,000.

28. In light of changing conditions and the heavy investment of limited resources and space on already crowded campuses, the CCHE staff questions the justi-

fication for the continuance of laboratory schools. An immediate re-evaluation by the systems involved and the CCHE of the total contribution of the campus school to higher education in Wisconsin is recommended. As these schools may have a significant impact upon public school planning in the several communities, local school officials should be kept fully informed of any projected change in operation.

Section VI – Faculty

29. The CCHE staff recommends the expansion of existing efforts and the early development of new programs to increase the supply of faculty and to spread the influence of outstanding faculty members to larger numbers of students.

30. The staff recommends that the CCHE endorse these measures for increasing the supply of vocational-technical instructors: greater salary inducements, particularly a special incentive formula applicable to full-time teachers in Associate Degree and one- and two-year preparatory technical programs; a scholarship fund to enable graduates of Associate Degree programs to continue their education at a collegiate institution and earn the baccalaureate degree; expansion of existing teacher training programs, and closer cooperation between the VTA system and the collegiate institutions in developing new programs (Stout and Platteville State Universities have indicated a strong desire to move ahead in this area); internships in industry, and more vigorous, better coordinated recruitment efforts both in the state and outside Wisconsin.

Section VII – Physical Facilities

31. It is recommended that the CCHE, in cooperation with the operating systems, develop a detailed housing plan for all institutions including technical schools and two-year campuses.

32. It is recommended that periodically the Coordinating Committee and the State Vocational Board review the progress being made in providing needed vocational-technical school space. If needed, appropriate legislation for state assistance or changes in current financing patterns must be presented to the Legislature.

33. The building program should be designed to meet long-range needs for research, public service, and instruction, and considerable expansion in the physical plant will continue to be required. It should not be necessary to build maximum instructional facilities for the peak enrollment in 1979 if further studies of population data continue to indicate that enrollments will decline after that date. However, if current birth trends are reversed, the needs for instructional facilities will go beyond those of 1979. Continued study must also be made of the trends in adult education and how they may affect the need for new facilities.

34. Differences currently prevail in the building construction costs on the various campuses. It is recommended that the CCHE review this matter in conjunction with competent engineering and architectural personnel in the operating systems and the Bureau of Engineering to determine the reasons and justification for cost differentials.

35. The procedures below are recommended for the improvement of building program review:

a. Preliminary planning for a biennial program should begin in the fall of the odd-numbered years, approximately one year in advance of final program approval.

   - A preliminary review of needs will be made at this time; guidelines will be reviewed, and necessary changes made.
   - High priority needs in the biennial program following will be identified and requests made to the Building Commission for advance planning funds.
   - The Bureau of Engineering will be asked to evaluate cost data for final project submission.
   - The CCHE Facilities Subcommittee will determine the detailed method by which it will review the final biennial program as submitted.

b. The biennial building request should be received by

June 1 of even-numbered years. The project requests should include:

- A description of functions, project scope, total project and construction cost, project land requirements, utility costs, and source of funds to finance the projects.
- Self-financing projects, gifts and grants by the state.
- Long-range land requirements to be acquired in the biennium.
- A current inventory of space by building and function.
- A priority order for each system's request.

c. The CCHE Facilities Subcommittee will review and evaluate requests and make final recommendations to the CCHE in the following sequence:

- Each system will be requested to review its project requests in priority order with the Subcommittee.
- CCHE staff analysis and recommendations will be received and reviewed by the Subcommittee.
- The Subcommittee will recommend a single higher education building priority list.

d. The CCHE will approve and submit a building program to the Governor around October 15 of the even-numbered years.

e. After a building program has been approved by the CCHE, the operating systems should notify the CCHE of major, proposed changes in projects or priority order. The Executive Director will report the proposed changes to the CCHE Physical Facilities Subcommittee, which will recommend appropriate action to the CCHE.

f. Actions of the Higher Educational Aids Commission allocating Federal funds have a substantial effect on the state's higher education building program. CCHE members of the Commission should be asked to report regularly to the CCHE actions of the Commission so that they may be reflected in building program recommendations.

g. Accomplishing these goals will require a high degree of cooperation between the CCHE, the operating systems, and the State Building Commission. An early meeting of the Facilities Subcommittee should review the recommendations in detail and establish firm operating procedures.

Section VIII – Financing Higher Education

36. It is recommended that an effort be made to establish guidelines for quality standards which will reflect fiscal requirements. The standards basically should represent the goals of high quality in all programs, and yet provide for distribution of the state's resources on an equitable basis reflecting comparable support where appropriate and assuring adequate differentials when required.

37. The staff recommends that the policy of resident students supporting 20 per cent of the over-all instructional costs be continued. However, as we move toward a universal education of two years beyond high school the possibility that these first two years may be tuition-free, as now is the case for elementary and secondary education, will be considered.

38. It is recommended that the CCHE renew its request that state aid be provided for necessary equipment in state-oriented vocational-technical programs. The CCHE and SBVTAE should cooperate to draw up detailed criteria which will establish eligibility for equipment aid.

39. The staff recommends that the CCHE and the operating systems vigorously pursue and utilize all available Federal funds and private gifts and grants which will improve the quality and quantity of Wisconsin's higher education offerings and that cooperative programs should be encouraged.

40. It is recommended that the CCHE, in cooperation with the operating systems, make a major effort to stimulate maximum efficiency and economy. The operating systems should be asked to furnish regular reports concerning their efforts to improve efficiency of operation and the results they have achieved. The CCHE should examine areas of intersystem coordination.

41. Specific recommendations to improve the budget process are:

a. The CCHE staff should cooperate with the operating systems and the Department of Administration to develop program budgeting techniques.

b. CCHE staff members, in cooperation with budget officers of the operating systems, will conduct a continual study of factors affecting the financing of higher education in the review of biennial requests and refer to the CCHE Finance Subcommittee for early consideration a review of major budget policy changes, such as necessary levels of support, faculty salary goals, utilization of resources, etc.

c. Immediate attention should be given to the development of quality standards where applicable and possible.

d. The Board-approved budget requests for the systems should be provided to the CCHE Finance Subcommittee by September 1 of even-numbered years. At that time the systems should be asked to review their budget requests with the subcommittee.

e. The CCHE Finance Subcommittee will review the system requests and recommendations presented by the CCHE staff and make its recommendations by October 1 of the even-numbered years. The CCHE will approve final recommendations to be submitted to the Governor about October 15.

f. Where appropriate, the recommendations of the CCHE would establish priorities among the requests of the several systems.

g. The CCHE should take a vigorous role in presenting the budget to the Governor, the Legislature, and the people of Wisconsin. The Committee's major presentation should relate the overall budget objectives to the needs of the state and the Committee's plans for meeting the need. This presentation must be worked out cooperatively with the operating systems which will continue to provide much of the detailed material required in budget presentations.

42. In order to make enrollment projections most useful for all necessary purposes, the following procedures are recommended:

a. On or about December 1 of each year, short-range and long-range enrollment projections will be reviewed under the supervision of the CCHE and with the cooperation of the operating systems.

b. In even-numbered years, final biennial estimates will be made to be used in biennial budget requests. Preliminary estimates will have previously accompanied system budget requests to CCHE.

c. The annual short-range projections will be the basis for establishing full funding requirements for operating budgets and all appropriate purposes.

d. Long-range projections will be made by the CCHE staff at this same time in cooperation with the operating systems and reconciled with short-range projections. They will be used as applicable for the development of building programs and long-range planning.

Section IX – The Institutions

43. The CCHE staff recommends that the CCHE approve the opening of third- and fourth-year campuses in 1969 as originally recommended, but that freshmen and sopho-

mores be admitted in 1970 and that the University of Wisconsin study and make recommendations to the CCHE as to future uses of the Green Bay, Kenosha and Racine Centers.

44. The staff recommends that the Building Commission be requested to review its recommendations on the basis of the new proposal and approve a request for an initial building program of 252,000 assignable sq. ft. for Green Bay and 360,000 assignable sq. ft. for Parkside. Necessary auxiliary space and housing should be funded from applicable receipts.

45. The CCHE staff recommends that the state financial support of the research function at the State Universities be substantially increased.

46. The staff recommends that area vocational-technical district boards, once constituted, proceed as rapidly as possible to evaluate occupational training and student needs in their district, and to prepare for State Vocational Board and CCHE approval a proposed master plan covering: VTA program expansion, recruitment of faculty, facilities construction, library improvements, cooperative relationships with other educational systems, and the extension of service to areas of the district outside effective commuting distance of major centers.

47. The staff recommends that area boards and individual VTA schools cooperate fully with high school administrators in designing programs within the high school to prepare students for either direct entry into occupations after graduation, or admission to post-high school vocational-technical programs; and with collegiate institutions in programming and joint use of facilities and equipment where feasible.

48. The staff recommends that area boards enter into reciprocal agreements, under which (a) students could attend a VTA school outside their home district if programs of their choice were unavailable in the district of residence, and (b) all reasonable and necessary tuition charges would be paid by the home district to the district providing the instruction.

49. The staff recommends that the State Vocational Board and the CCHE periodically review the method of selecting area boards.

50. The staff recommends that the CCHE fully support the efforts of the State Vocational Board to strengthen its planning and research functions.

51. The staff recommends that a pilot dual-track operation, suited to the needs, resources, and enrollment potential of the surrounding area, be initiated at Rhinelander.

52. The staff recommends that the Rice Lake VTA school and the Barron County branch campus remain for the time being under separate administrations, but cooperate closely on programming and facilities utilization; and that contingent upon the results of at least five years of experience with the Rhinelander project, the Rice Lake situation be reassessed in terms of the feasibility and desirability of conversion to a similar dual-track arrangement.

53. The staff recommends that vocational, technical, and adult education opportunities be significantly broadened at Wisconsin Rapids, and that should the need arise for any liberal arts transfer instruction, such courses be offered on an extension or contractual basis with WSU-Stevens Point and/or the Marshfield UW Center.

Section X – The Coordinating Committee for Higher Education

54. To fulfill its statutory obligations the CCHE should initiate significant studies of needs in higher education as well as to act upon requests submitted by the various systems.

It is to be assumed that recommendations will also emanate from the governing boards and their administrative staffs. In considering all new proposals the systems affected will be invited to participate fully so that when specific recommendations are presented to the CCHE for action there may be as complete an analysis available as is possible. Examples of studies worthy of immediate attention are the following:

(a) The CCHE, with the assistance of special consultants to work with the staff, should give immediate attention to the entire range of health service needs involving higher education. This would include requirements for the preparation of both professional and para-professional personnel and the contributions in these areas being made by other agencies.

(b) A study in depth should be made of the appropriate roles of the systems of higher education in traffic and safety education with a view toward making certain that all avenues of research, teaching, and public service are utilized to their maximum capacity.

(c) The CCHE should conduct a study that would assess the effects of new developments in educational technology on both faculty and space utilization as well as their effects on student opportunities.

(d) A critical examination of costs per student at various levels in various institutions as related to tuition charges is needed. This study should include the effect that tuition fees have upon the ability of students to attend institutions of higher education and examine the possibility of charging different fees at different levels.

(e) An over-all and continuing study of all students who graduate from state high schools is imperative to determine whether or not we are succeeding in helping students reach their highest potential, reducing the number of drop-outs to a minimum, and giving all necessary information to high school students and their parents in regard to financial assistance and opportunities available in Wisconsin.

55. The procedures for examining and acting upon biennial operational budgets and building requests should be changed so that the subcommittees, the CCHE as a whole, and the staff may have adequate time to obtain full information before recommendations are prepared. Suggested procedures are presented in Sections VII and VIII of this document.

56. To accomplish the tasks assigned to the CCHE, additional staff and space requirements should be met. The current CCHE budget request for its own operation calls for authorization to employ two full-time professional staff members, special temporary consultants, secretarial assistance, and additional space to accommodate the work of the Committee. The budgetary request merits the support of the Governor and the Legislature.

57. For information required to make all necessary studies the CCHE will necessarily continue to call upon the various systems for maximum assistance. Duplication of staff work in the offices of the CCHE and the systems will be avoided.

58. Long-range planning should be a continuous process. This provisional plan will serve as a basis for focusing attention on specific areas which call for immediate CCHE policy determination in formulating both short-range and long-range plans of the future. New long-range plans should be developed once in every two years to reflect progress and any changes that need to be made in the plans for the development of our institutions of higher education as a result of new information.

59. While the systems of higher education have many different objectives and serve different clientele, there are several areas where the coordination of activities would increase the opportunities of our youth and would, at the same time, effect economies. The CCHE should seek out every possible means of intersystem coordination in these areas. Library facilities and computer installations are examples of studies that merit consideration. Joint use of staff and facilities by both the technical schools and the two university systems also appear to offer many of the advantages of the junior college system while permitting both major kinds of institutions to develop programs of excellence in their own areas.

60. Efforts should be advanced for the members of the Committee and members of the staff to have an opportunity to become better acquainted with work being done

by comparable coordinating boards and staffs in other states.

61. The representatives of the CCHE who are members of the Higher Educational Aids Commission should submit reports at meetings of the whole Coordinating Committee upon the activities of the Higher Educational Aids Commission which affect the operation of the CCHE. Since HEAC is concerned with both facilities and student financial aids, no presently constituted subcommittee has a parallel assignment.

62. A new subcommittee to consider problems of student affairs is recommended to replace the scholarship subcommittee. Proposed legislation would transfer the present responsibilities of the scholarship subcommittee to HEAC, and it appears that a variety of student affairs problems will be pressing for solution in the months ahead.

63. It is recommended that the CCHE critically examine its own structure and functions to determine how the legislative charge to the Committee may be best fulfilled.

64. While the CCHE's responsibilities are limited by statute to the public institutions of higher education, it is recommended that cooperation with private and out-of-state institutions be encouraged in the gathering of statistics and discussion of programs of mutual interest.

65. The Governor, members of the Legislature, the board members of the systems, and all others concerned with higher education should be kept fully informed of the progress and problems of the CCHE.

Public Institutions of Higher Education

University of Wisconsin-Madison	Dr. Fred H. Harrington
University of Wisconsin-Milwaukee	Dr. J. Martin Klotsche
University of Wisconsin-Green Bay	Dr. Edward Weidner
University of Wisconsin-Parkside	Dr. Irvin G. Wyllie
UW Center, Green Bay	Dr. Theodore N. Savides
UW Center, Janesville	Dr. Charles Miller
UW Center, Kenosha	Mr. Arthur N. Ogden
UW Center, Manitowoc	Mr. Raymond O. Grosnick
UW Center, Marinette	Mr. Lon W. Weber
UW Center, Marshfield	Dr. Norbert E. Koopman
UW Center, Menasha	Dr. Harry Hutson
UW Center, Racine	Dr. Albert E. May
UW Center, Sheboygan	Dr. Earl Beard
UW Center, Waukesha	Mr. Murray Deutsch
UW Center, Wausau	Dr. Paul A. Zehner

Wisconsin State Universities

Eugene R. McPhee	Director
Wisconsin State University, Eau Claire	Dr. Leonard A. Haas
Wisconsin State University, La Crosse	Dr. Samuel G. Gates
Wisconsin State University, Oshkosh	Dr. Roger E. Guiles
Wisconsin State University, Platteville	Dr. Bjarne Ullsvik
Wisconsin State University, River Falls	Dr. Eugene H. Kleinpell
Wisconsin State University, Stevens Point	Dr. James Albertson
Wisconsin State University, Stout	Dr. William J. Micheels
Wisconsin State University, Superior	Dr. Karl Meyer
Wisconsin State University, Whitewater	Dr. Walker Wyman
Rice Lake Branch	Dr. John F. Meggers

County Teachers Colleges

Ashland County Teachers College	A. J. McDermott
Barron County Teachers College	Frederick H. Hake
Buffalo County Teachers College	Mrs. Wilma Austin
Columbia County Teachers College	Mr. W. E. Engbretson
Dodge County Teachers College	Mr. Arthur K. Mehren
Door-Kewaunee County Teachers College	Mr. Orville A. Miller
Green County Teachers College	Mr. A. R. Schilling
Juneau County Teachers College	Mr. S. M. Calhoun
Langlade County Teachers College	Mr. Gustav Bystrom
Lincoln County Teachers College	Mr. Melvin F. Asher
Manitowoc County Teachers College	Mr. Bert L. Greenfield
Outagamie County Teachers College	Mr. E. H. Gordon
Polk County Teachers College	Mr. Leo H. Burdette
Racine-Kenosha Counties Teachers College	Mr. William D. Thompson
Richland County Teachers College	Mrs. Warren Wallace
Sauk County Teachers College	Mr. H. H. Thies
Sheboygan County Teachers College	Mr. Vernon E. Maurer
Taylor County Teachers College	Mr. Eugene W. Laurent
Vernon County Teachers College	Mr. Neil D. Green
Waushara County Teachers College	Mr. Clifford S. Larson

State Vocational Board Staff

C. L. Greiber	State Director
A. E. Towne	Assistant Director for Vocational Rehabilitation
E. I. Lehrmann	Assistant Director for Vocational-Technical Education

The Coordinating Committee staff wishes to thank members of the long-range plan steering committee – Robert Clodius, Robert DeZonia, Clarence Greiber, Wallace Lemon, and Bjarne Ullcvik – for their assistance in preparing this plan. The staff also wishes to thank the State Educational Television Planning Committee and members of the staffs of the University of Wisconsin; the Wisconsin State Universities; the County Teachers Colleges; the State Board of Vocational, Technical and Adult Education; the Department of Public Instruction; the Department of Administration; the Department of Resource Development; and the Vital Statistics Division of the State Board of Health and all other persons who helped in the preparation of this provisional long-range plan.

Coordinating Committee Staff Members

Angus B. Rothwell	Executive Director
Harry Spindler	Assistant Director
William White	Assistant Director
Gale Kelly	Associate for Educational Programs
Phyllis Hawthorne	Research Analyst
Richard Kamradt	Public Information Assistant
Mary Baerwolf	Administrative Assistant

40. It is recommended that the CCHE, in cooperation with the operating systems, make a major effort to stimulate maximum efficiency and economy. The operating systems should be asked to furnish regular reports concerning their efforts to improve efficiency of operation and the results they have achieved. The CCHE should examine areas of intersystem coordination.

41. Specific recommendations to improve the budget process are:

a. The CCHE staff should cooperate with the operating systems and the Department of Administration to develop program budgeting techniques.

b. CCHE staff members, in cooperation with budget officers of the operating systems, will conduct a continual study of factors affecting the financing of higher education in the review of biennial requests and refer to the CCHE Finance Subcommittee for early consideration a review of major budget policy changes, such as necessary levels of support, faculty salary goals, utilization of resources, etc.

c. Immediate attention should be given to the development of quality standards where applicable and possible.

d. The Board-approved budget requests for the systems should be provided to the CCHE Finance Subcommittee by September 1 of even-numbered years. At that time the systems should be asked to review their budget requests with the subcommittee.

e. The CCHE Finance Subcommittee will review the system requests and recommendations presented by the CCHE staff and make its recommendations by October 1 of the even-numbered years. The CCHE will approve final recommendations to be submitted to the Governor about October 15.

f. Where appropriate, the recommendations of the CCHE would establish priorities among the requests of the several systems.

g. The CCHE should take a vigorous role in presenting the budget to the Governor, the Legislature, and the people of Wisconsin. The Committee's major presentation should relate the overall budget objectives to the needs of the state and the Committee's plans for meeting the need. This presentation must be worked out cooperatively with the operating systems which will continue to provide much of the detailed material required in budget presentations.

42. In order to make enrollment projections most useful for all necessary purposes, the following procedures are recommended:

a. On or about December 1 of each year, short-range and long-range enrollment projections will be reviewed under the supervision of the CCHE and with the cooperation of the operating systems.

b. In even-numbered years, final biennial estimates will be made to be used in biennial budget requests. Preliminary estimates will have previously accompanied system budget requests to CCHE.

c. The annual short-range projections will be the basis for establishing full funding requirements for operating budgets and all appropriate purposes.

d. Long-range projections will be made by the CCHE staff at this same time in cooperation with the operating systems and reconciled with short-range projections. They will be used as applicable for the development of building programs and long-range planning.

Section IX – The Institutions

43. The CCHE staff recommends that the CCHE approve the opening of third- and fourth-year campuses in 1969 as originally recommended, but that freshmen and sopho-

mores be admitted in 1970 and that the University of Wisconsin study and make recommendations to the CCHE as to future uses of the Green Bay, Kenosha and Racine Centers.

44. The staff recommends that the Building Commission be requested to review its recommendations on the basis of the new proposal and approve a request for an initial building program of 252,000 assignable sq. ft. for Green Bay and 360,000 assignable sq. ft. for Parkside. Necessary auxiliary space and housing should be funded from applicable receipts.

45. The CCHE staff recommends that the state financial support of the research function at the State Universities be substantially increased.

46. The staff recommends that area vocational-technical district boards, once constituted, proceed as rapidly as possible to evaluate occupational training and student needs in their district, and to prepare for State Vocational Board and CCHE approval a proposed master plan covering: VTA program expansion, recruitment of faculty, facilities construction, library improvements, cooperative relationships with other educational systems, and the extension of service to areas of the district outside effective commuting distance of major centers.

47. The staff recommends that area boards and individual VTA schools cooperate fully with high school administrators in designing programs within the high school to prepare students for either direct entry into occupations after graduation, or admission to post-high school vocational-technical programs; and with collegiate institutions in programming and joint use of facilities and equipment where feasible.

48. The staff recommends that area boards enter into reciprocal agreements, under which (a) students could attend a VTA school outside their home district if programs of their choice were unavailable in the district of residence, and (b) all reasonable and necessary tuition charges would be paid by the home district to the district providing the instruction.

49. The staff recommends that the State Vocational Board and the CCHE periodically review the method of selecting area boards.

50. The staff recommends that the CCHE fully support the efforts of the State Vocational Board to strengthen its planning and research functions.

51. The staff recommends that a **pilot** dual-track operation, suited to the needs, resources, and enrollment potential of the surrounding area, be initiated at Rhinelander.

52. The staff recommends that the Rice Lake VTA school and the Barron County branch campus remain for the time being under separate administrations, but cooperate closely on programming and facilities utilization; and that contingent upon the results of at least five years of experience with the Rhinelander project, the Rice Lake situation be reassessed in terms of the feasibility and desirability of conversion to a similar dual-track arrangement.

53. The staff recommends that vocational, technical, and adult education opportunities be significantly broadened at Wisconsin Rapids, and that should the need arise for any liberal arts transfer instruction, such courses be offered on an extension or contractual basis with WSU-Stevens Point and/or the Marshfield UW Center.

Section X – The Coordinating Committee for Higher Education

54. To fulfill its statutory obligations the CCHE should **initiate** significant studies of needs in higher education as well as to act upon requests submitted by the various systems.

It is to be assumed that recommendations will also emanate from the governing boards and their administrative staffs. In considering all new proposals the systems affected will be invited to participate fully so that when specific recommendations are presented to the CCHE for action there may be as complete an analysis available as is possible. Examples of studies worthy of immediate attention are the following:

(a) The CCHE, with the assistance of special consultants to work with the staff, should give immediate attention to the entire range of health service needs involving higher education. This would include requirements for the preparation of both professional and para-professional personnel and the contributions in these areas being made by other agencies.

(b) A study in depth should be made of the appropriate roles of the systems of higher education in traffic and safety education with a view toward making certain that all avenues of research, teaching, and public service are utilized to their maximum capacity.

(c) The CCHE should conduct a study that would assess the effects of new developments in educational technology on both faculty and space utilization as well as their effects on student opportunities.

(d) A critical examination of costs per student at various levels in various institutions as related to tuition charges is needed. This study should include the effect that tuition fees have upon the ability of students to attend institutions of higher education and examine the possibility of charging different fees at different levels.

(e) An over-all and continuing study of all students who graduate from state high schools is imperative to determine whether or not we are succeeding in helping students reach their highest potential, reducing the number of drop-outs to a minimum, and giving all necessary information to high school students and their parents in regard to financial assistance and opportunities available in Wisconsin.

55. The procedures for examining and acting upon biennial operational budgets and building requests should be changed so that the subcommittees, the CCHE as a whole, and the staff may have adequate time to obtain full information before recommendations are prepared. Suggested procedures are presented in Sections VII and VIII of this document.

56. To accomplish the tasks assigned to the CCHE, additional staff and space requirements should be met. The current CCHE budget request for its own operation calls for authorization to employ two full-time professional staff members, special temporary consultants, secretarial assistance, and additional space to accommodate the work of the Committee. The budgetary request merits the support of the Governor and the Legislature.

57. For information required to make all necessary studies the CCHE will necessarily continue to call upon the various systems for maximum assistance. Duplication of staff work in the offices of the CCHE and the systems will be avoided.

58. Long-range planning should be a continuous process. This provisional plan will serve as a basis for focusing attention on specific areas which call for immediate CCHE policy determination in formulating both short-range and long-range plans of the future. New long-range plans should be developed once in every two years to reflect progress and any changes that need to be made in the plans for the development of our institutions of higher education as a result of new information.

59. While the systems of higher education have many different objectives and serve different clientele, there are several areas where the coordination of activities would increase the opportunities of our youth and would, at the same time, effect economies. The CCHE should seek out every possible means of intersystem coordination in these areas. Library facilities and computer installations are examples of studies that merit consideration. Joint use of staff and facilities by both the technical schools and the two university systems also appear to offer many of the advantages of the junior college system while permitting both major kinds of institutions to develop programs of excellence in their own areas.

60. Efforts should be advanced for the members of the Committee and members of the staff to have an opportunity to become better acquainted with work being done

by comparable coordinating boards and staffs in other states.

61. The representatives of the CCHE who are members of the Higher Educational Aids Commission should submit reports at meetings of the whole Coordinating Committee upon the activities of the Higher Educational Aids Commission which affect the operation of the CCHE. Since HEAC is concerned with both facilities and student financial aids, no presently constituted subcommittee has a parallel assignment.

62. A new subcommittee to consider problems of student affairs is recommended to replace the scholarship subcommittee. Proposed legislation would transfer the present responsibilities of the scholarship subcommittee to HEAC, and it appears that a variety of student affairs problems will be pressing for solution in the months ahead.

63. It is recommended that the CCHE critically examine its own structure and functions to determine how the legislative charge to the Committee may be best fulfilled.

64. While the CCHE's responsibilities are limited by statute to the public institutions of higher education, it is recommended that cooperation with private and out-of-state institutions be encouraged in the gathering of statistics and discussion of programs of mutual interest.

65. The Governor, members of the Legislature, the board members of the systems, and all others concerned with higher education should be kept fully informed of the progress and problems of the CCHE.

Public Institutions of Higher Education

University of Wisconsin	
Fred Harvey Harrington	President
Robert L. Clodius	Vice President
Neil G. Cafferty	Vice President, Bus. & Fin.
Charles A. Engman	Vice President for Admin.
University of Wisconsin–Madison	Robben W. Fleming, Chanc.
University of Wisconsin–Milwaukee	J. Martin Klotsche, Chanc.
University of Wisconsin–Green Bay	Edward W. Weidner, Chanc.
University of Wisconsin–Parkside	Irvin G. Wyllie, Chanc.
University Extension	Donald R. McNeil, Chanc.
University of Wisconsin Center System	Lorentz H. Adolfson, Chanc.
UW Center, Green Bay	Theodore N. Savides, Dean
UW Center, Janesville	Charles Miller, Dean
UW Center, Kenosha	Arthur N. Ogden, Dean
UW Center, Manitowoc	Raymond O. Grosnick, Dean
UW Center, Marinette	Lon W. Weber, Dean
UW Center, Marshfield	Norbert E. Koopman, Dean
UW Center, Menasha	Harry Hutson, Dean
UW Center, Racine	Albert E. May, Dean
UW Center, Sheboygan	Earl Beard, Dean
UW Center, Waukesha	Murray Deutsch, Dean
UW Center, Wausau	Paul A. Zehner, Dean

Wisconsin State Universities

Eugene R. McPhee	Director
Robert H. DeZonia	Asst. Director
Robert W. Winter	Asst. Director
Wisconsin State University, Eau Claire	Leonard A. Haas, Pres.
Wisconsin State University, La Crosse	Samuel G. Gates, Pres.
Wisconsin State University, Oshkosh	Roger E. Guiles, Pres.
Wisconsin State University, Platteville	Bjarne Ullsvik, Pres.
Wisconsin State University, River Falls	Eugene H. Kleinpell, Pres.
Wisconsin State University, Stevens Point	James Albertson, Pres.
Wisconsin State University, Stout	William J. Micheels, Pres.
Rice Lake Branch	John F. Meggers, Dean
Wisconsin State University, Superior	Karl Meyer, Pres.
Wisconsin State University, Whitewater	Walker Wyman, Pres.

County Teachers Colleges

Ashland County Teachers College	A. J. McDermott
Barron County Teachers College	Frederick H. Hake
Buffalo County Teachers College	Mrs. Wilma Austin
Columbia County Teachers College	Mr. W. E. Engbretson
Dodge County Teachers College	Mr. Arthur K. Mehren
Door-Kewaunee County Teachers College	Mr. Orville A. Miller
Green County Teachers College	Mr. A. R. Schilling
Juneau County Teachers College	Mr. S. M. Calhoun
Langlade County Teachers College	Mr. Gustav Bystrom
Lincoln County Teachers College	Mr. Melvin F. Asher
Manitowoc County Teachers College	Mr. Bert L. Greenfield
Outagamie County Teachers College	Mr. E. H. Gordon
Polk County Teachers College	Mr. Leo H. Burdette
Racine-Kenosha Counties Teachers College	Mr. William D. Thompson
Richland County Teachers College	Mrs. Warren Wallace
Sauk County Teachers College	Mr. H. H. Thies
Sheboygan County Teachers College	Mr. Vernon E. Maurer
Taylor County Teachers College	Mr. Eugene W. Laurent
Vernon County Teachers College	Mr. Neil D. Green
Waushara County Teachers College	Mr. Clifford S. Larson

State Vocational Board Staff

C. L. Greiber	State Director
A. E. Towne	Assistant Director for Vocational Rehabilitation
E. I. Lehrmann	Assistant Director for Vocational-Technical Education

The Coordinating Committee staff wishes to thank members of the long-range plan steering committee – Robert Clodius, Robert DeZonia, Clarence Greiber, Wallace Lemon, and Bjarne Ullcvik – for their assistance in preparing this plan. The staff also wishes to thank the State Educational Television Planning Committee and members of the staffs of the University of Wisconsin; the Wisconsin State Universities; the County Teachers Colleges; the State Board of Vocational, Technical and Adult Education; the Department of Public Instruction; the Department of Administration; the Department of Resource Development; and the Vital Statistics Division of the State Board of Health and all other persons who helped in the preparation of this provisional long-range plan.

Coordinating Committee Staff Members

Angus B. Rothwell	Executive Director
Harry Spindler	Assistant Director
William White	Assistant Director
Gale Kelly	Associate for Educational Programs
Phyllis Hawthorne	Research Analyst
Richard Kamradt	Public Information Assistant
Mary Baerwolf	Administrative Assistant